

**IMPROVING THE SECOND GRADE STUDENTS' SPEAKING  
SKILLS THROUGH INFORMATION GAP ACTIVITIES AT SMP  
N 2 SLEMAN IN THE ACADEMIC YEAR OF 2010/2011**

**A Thesis**

Presented as a Partial Fulfillment  
of the Requirements for the Attainment  
of the *Sarjana Pendidikan* Degree in English Language Education



By:  
Oviana Puspitasari  
06202244020

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
STATE UNIVERSITY OF YOGYAKARTA  
2011**

## APPROVAL SHEET

# IMPROVING THE SECOND GRADE STUDENTS' SPEAKING SKILLS THROUGH INFORMATION GAP ACTIVITIES AT SMP N 2 SLEMAN IN THE ACADEMIC YEAR OF 2010/2011

A Thesis

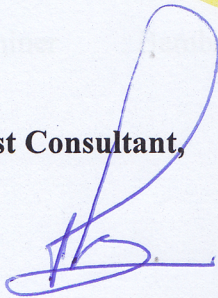
By:

Oviana Puspitasari

06202244020

Approved on November 18<sup>th</sup>, 2011

First Consultant,



**Bambang Sugeng, Ph. D.**  
NIP. 19520122 197603 1 001

Second Consultant,



**Lusi Nurhayati, M.App.Ling.**  
NIP. 19790205 200312 2 001



## RATIFICATION SHEET

### IMPROVING THE SECOND GRADE STUDENTS' SPEAKING SKILLS THROUGH INFORMATION GAP ACTIVITIES AT SMP N 2 SLEMAN IN THE ACADEMIC YEAR OF 2010/2011

#### A Thesis

Accepted by the Board of Examiners, Faculty of Languages and Arts,  
State University of Yogyakarta on December 9<sup>th</sup>, 2011 and declared to have fulfilled  
the requirements for the attainment of the Degree of *Sarjana Pendidikan* in  
English Education

#### Board of Examiners

Chairperson	: Dra. Jamilah, M. Pd.	.....
Secretary	: Lusi Nurhayati, M. App. Ling.	.....
Examiner	: Dr. Agus Widyantoro, M. Pd.	.....
Second Examiner	: Bambang Sugeng, Ph. D.	.....

Yogyakarta, December 9<sup>th</sup>, 2011  
Faculty of Languages and Arts  
State University of Yogyakarta  
Dean,



Prof. Dr. Zamzani, M.Pd.

NIP. 19550505 198011 1 001

## PERNYATAAN

Yang bertanda tangan di bawah ini, saya

Nama : Oviana Puspitasari  
NIM : 06202244020  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Bahasa dan Seni Universitas Negeri Yogyakarta  
Judul Skripsi : Improving the Second Grade Students' Speaking Skills  
through Information Gap Activities at SMP N 2 Sleman In the  
Academic Year Of 2010/2011

menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 18 November 2011

Penulis



Oviana Puspitasari



## **MOTTOS**

**TRULY, MY PRAYERS AND MY SACRIFICE, MY LIFE AND  
MY DEATH, ARE (ALL)  
FOR ALLAH SWT, THE CHERISHER OF THE WORLD.  
(QS. AL-AN'AM: 162)**

**“START WITH YOURSELF, START EARLY, START SMALL, AND  
START NOW”  
(JOHN MAXWELL)**

**“CHAMPIONS ARE KNOWN FOR WHAT THEY FINISH NOT FOR  
WHAT THEY START”  
(DARMADI DARMAWANGSA)**

## **DEDICATION**

### **THIS THESIS IS DEDICATED TO:**

my amazing mother,

my beloved father,

my gorgeous brother, Irfan and

my dearest one, Fafa.

You are all my greatest rewards. Thanks for always standing by my side and trusting me to be who I am.

## ACKNOWLEDGMENTS

*Bismillahirrahmanirrahim. Alhamdulillahirobbil'alamin.* Praise be to Alloh SWT, the Most Merciful, who has given me the unremarkable blessings without which I would have never finished this thesis. In this opportunity, I would like to acknowledge and thank those people who contributed to this thesis.

I would like to express the deepest thank to both consultants, Mr. Bambang Sugeng, Ph. D. and Mrs. Lusi Nurhayati, M. App. Ling. (TESOL), whose encouragement, guidance and support from the initial to the final phase of this writing enabled me to develop an understanding of the subject. Without their guidance and persistent help, this thesis would not have been possible. I am also grateful to *Ibu* Dra. Kristyowati, M. Hum., the English teacher of SMP N 2 Sleman, for supporting the project.

In addition, I offer my greatest gratitudes to my family; my parents, *Bapak H.* Anjabir and *Ibu Hj.* Endi Sudarmi, S. Pd., for their prayers, support, and extraordinary courage, and my brother, Irfan Hanafi, for listening my frustrations and for believing in me.

I also greatly indebted to my friends: Hestiana Nur Happy for helping me at any time and solving any unsolvable problems; Erlin Novianti, who has participated in the statistical analysis of the data of the research; Riza Indah Pramesti, for bringing out many good ideas and encouraging me to be confident when I doubted myself; all friends whose thesis are guided by Mr. Bambang Sugeng, Ph. D. ( *Mbak Eri, Mbak Ziko, Mbak Dika, Mbak Santi, Mbak Oshin, Mbak Kiki, Mbak Ega, Dewi,* and *Neni*), for fruitful interactions in all these months; and all my friends in the Department of English Language Education 2006, for keeping asking a motivating question whether I have finished my thesis or not.

A big thank is also addressed to Yusuf Fafa for waiting so long this thesis. Besides, gratitude is also expressed for teaching me to appreciate myself, and for everything that has been and will be.

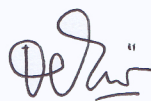
Finally, I realize that this thesis is still far from being perfect. I realize that many mistakes have been made even though they all have been corrected. Therefore,



criticisms, and suggestions from readers are highly appreciated for the improvements of this thesis.

Yogyakarta, November 18<sup>th</sup>, 2011

Penulis

A handwritten signature in black ink, appearing to be 'Oviana Puspitasari', written in a cursive style.

Oviana Puspitasari

TABLE OF CONTENTS

TITLE PAGE ..... i

APPROVAL SHEET ..... ii

RATIFICATION SHEET ..... iii

DECLARATION ..... iv

MOTTOS ..... v

DEDICATIONS ..... vi

ACKNOWLEDMENTS ..... vii

TABLE OF CONTENTS ..... ix

LIST OF TABLES ..... xiii

LIST OF FIGURES ..... xiv

ABSTRACT ..... xv

**CHAPTER I INTRODUCTION**

A. Background of the Problem ..... 1

B. Identification of the Problems ..... 2

C. Limitation of the Problems ..... 4

D. Formulation of the Problems ..... 5

E. Objective of the Study ..... 5

F. Significances of the Study ..... 5

**CHAPTER II LITERATURE REVIEW**

A. Speaking Skills ..... 7

    1. The Definition of Skills ..... 7

    2. The Definition of Speaking ..... 9

    3. The Definition of Speaking Skills ..... 11

B. Aspects of Speaking Skills ..... 12

    1. The Definition of Fluency ..... 12

    2. The Definition of Accuracy ..... 13

    3. The Definition of Pronunciation ..... 14

    4. The Definition of Vocabulary ..... 15

C. English Teaching and Learning for the Junior High School ..... 16

    1. Teaching English to Junior High School Students ..... 17

2. Characteristics of Junior High School Students .....	18
a. Curiosity .....	18
b. Game Lovers.....	19
c. Explorations .....	19
d. Delight in Talking.....	20
e. Cooperation.....	20
3. Techniques of Teaching Speaking .....	21
a. Information Gap Activities .....	21
b. Games .....	22
c. Conversation .....	22
d. Role-Play .....	23
e. Debate and Discussion.....	23
D. Information Gap Activities.....	23
1. The Definition of Information Gap Activities .....	24
2. The Characteristics of Information Gap Activities.....	25
a. Gap .....	25
b. Information Exchange .....	26
c. Curiosity .....	26
d. Attractive Activities.....	27
e. Cooperation.....	27
3. The Implementation of Information Gap Activities .....	28
a. Preparation .....	28
b. Demonstration .....	28
c. Activity .....	29
d. Feedback.....	30
3. The Advantages of Using Information Gap Activities.....	31
a. Providing Adequate Opportunities for the Students to Communicate .....	31
b. Improving the Students' Motivation.....	32
c. Building the Students' Confidence .....	32
d. Supporting the Improvement of the Students' Relationship .....	32



E. Conceptual Framework and Research Questions .....	33
1. Conceptual Framework .....	33
2. Research Questions .....	36
<b>CHAPTER III RESEARCH METHODS</b>	
A. Research Design.....	37
B. Setting and Time of the Study .....	38
C. Subject of the Study .....	38
D. Instruments of the Study .....	39
1. Observation Guide.....	39
2. Interview Guide .....	41
3. Rubric of the Students’ Speaking Performances .....	42
F. Data Collection Techniques.....	44
1. Observation .....	44
2. Interview .....	44
3. Rubric of the Students’ Speaking Performances .....	44
G. The Validity and Reliability of the Data .....	45
1. The Validity of the Data .....	45
2. The Reliability of the Data .....	46
H. Research Procedures .....	47
1. Reconnaissance .....	47
2. Planning .....	48
3. Acting and Observing the Action .....	48
4. Reflection .....	48
<b>CHAPTER IV RESEARCH FINDINGS AND DISCUSSION</b>	
A. Reconnaissance .....	50
1. Identification of the Problems. ....	51
2. Determining the Actions to Solve the Field Problems. ....	52
2. Relationship between Field Problems and the Actions .....	53
B. Research Findings .....	57
1. The Implementation of Information Gap Activity In the Speaking Learning .....	57

a. Cycle I.....	58
b. Cycle II .....	89
2. The Effectiveness of Information Gap Activities to Improve the Students’ Speaking Skills .....	114
3. The Students’ Responses to the Implementation of Information Gap Activities .....	119
C. Summary .....	125
<b>CHAPTER V CONCLUSION, IMPLICATION AND SUGGESTIONS</b>	
A. Conclusion .....	128
B. Implication.....	130
C. Suggestions .....	131
REFERENCES .....	133
APPENDIX A: INSTRUMENTS OF THE STUDY .....	136
APPENDIX B: FIELD NOTES .....	138
APPENDIX C: INTERVIEW TRANSCRIPTS .....	153
APPENDIX D: COURSE GRID .....	177
APPENDIX E: LESSON PLANS.....	181
APPENDIX F: TASKS/MATERIALS .....	198
APPENDIX G: RUBRIC .....	210
APPENDIX H: THE STUDENTS’ PRE-TEST AND POST TEST SCORES.....	215
APPENDIX I: THE VALIDITY AND THE RELIABILITY OF TEST ITEMS .....	216
APPENDIX J: PHOTOGRAPHS .....	218
APPENDIX K: RESEARCH LISENCE.....	221

## LIST OF TABLES

<b>TABLE 1.</b> Specification Aspects Observed in the Class .....	40
<b>TABLE 2.</b> Specification Tables of Interview .....	42
<b>TABLE 3.</b> Specification Table of Speaking Rubric Assessment ....	43
<b>TABLE 4.</b> The Field Problems Concerning to the Teaching Learning Process of English in the 8D Class of SMP 2 Sleman ..	51
<b>TABLE 5.</b> The Problems Related to the Learning of Speaking .....	52
<b>TABLE 6.</b> The Actions Applied in the Study.....	53
<b>TABLE 7.</b> The Relationship between Field Problems and the Actions .....	54
<b>TABLE 8.</b> Summary of the Action Implemented in Cycle I.....	74
<b>TABLE 9.</b> Result of the Reflection of Cycle I .....	87
<b>TABLE 10.</b> The Comparison of the Actions in Cycle I and Cycle II	89
<b>TABLE 11.</b> The Differences in Speaking Teaching and Learning Process during Cycle I and Cycle II .....	113
<b>TABLE 12.</b> The Final Summary of the Actions in Cycle II.....	113
<b>TABLE 13.</b> Result of T-Test .....	119



**LIST OF FIGURES**

**FIGURE 1:** The Conceptual Framework of the Study ..... 35

**FIGURE 2:** The Steps of Action Research.  
(Kemmis & Mc. Taggart, 1997: 24)..... 37

**FIGURE 3:** The Example of the Pictures that were used  
in the Information Gap Activities..... 63

**IMPROVING THE SECOND GRADE STUDENTS' SPEAKING SKILLS  
THROUGH INFORMATION GAP ACTIVITIES AT SMP N 2 SLEMAN IN THE  
ACADEMIC YEAR OF 2010/2011**

**By**

**Oviana Puspitasari**

**06202244020**

**ABSTRACT**

This research study is aimed at improving the students' speaking skills through information gap activities at SMP N 2 Sleman. To limit the aspects to be analysed in this study, the researcher formulates three research questions: (1) How are the information gap activities implemented in the second grade of SMP N 2 Sleman?, (2) How can information gap activities be applied to improve the students' speaking skills?, and (3) How are the students' responses to the implementation of information gap activities?

The study was action research in two cycles. In the study, the researcher collaborated with the English teacher and the second grade students of SMP N 2 Sleman. Data of this study were qualitative in nature supported by quantitative data. Qualitative data were obtained from the results of classroom observation and collaborators' discussion. Quantitative data were obtained from pre-test and post test results. The instruments for collecting the data were observation guides, interview guides and the pre-test and post test batteries. The data were in the form of field notes, interview transcripts, and the scores of the students' pre-test and post test. A *t*-test was used for the analysis of the quantitative data.

The findings of the data analyses show that (1) The implementation of classroom English during the information gap activities can improve the students' speaking skills; (2) The implementation of information gap activities through jigsaw tasks in the forms of pair and group works activities can improve the students' speaking skills; (3) The use of feedback to correct the students' pronunciation can help the students to improve their speaking skills; (4) The use of time duration is effective to control the students in finishing their works on time; (5) There is an increase of average scores of 5.1111 from 26.8333 (pre-test) to 31.9444 (post test). According to the *t* statistic, the difference is significant at  $p < 0.05$ .

## **CHAPTER I**

### **INTRODUCTION**

This chapter includes a discussion of the introduction of the study. In this chapter there are six sub-chapters. They are background of the problem, identification of the problems, limitation of the problem, formulation of the problem, objective of the study, and significances of the study.

#### **A. Background of the Problem**

English has become one compulsory lesson in the Junior high school. This policy is stated in the government rules No. 19/ 2005 article 6 verses 1 about the scope of subjects in every level of education in the curriculum. The aim of this policy is to make the students able to communicate in English both in oral and written forms as their basic competence. Based on that condition, the government tries to make better changes in education by developing the best curriculum that fulfills the needs of the learners. Today, the current curriculum is the curriculum 2006 or the School- Based Curriculum. This curriculum states that the teaching of English should emphasize the development of the students' four language skills of listening, speaking, reading, and writing.

SMP N 2 Sleman is located on Jl. Magelang, km 13, Murangan, Triharjo, Sleman. Its location is in the central part of Sleman city. Currently, the school has 54 teachers and 648 students. This school has 18 classrooms, a principal's room, a teacher's room, a computer laboratory, a library, a mosque, and a parking area. In the teaching of English, SMP N 2 Sleman uses the 2006 curriculum the guideline



for the teachers. The aim of the English curriculum is to make the students able to communicate in English both in oral and written forms.

Based on the researchers' observation when she was at the school, the students' speaking skills were low. Some of the students were afraid to be active in speaking activities. When the teacher asked them to come forward to have a conversation with their friends, some of them followed the teacher's instruction but they could not act out the dialogue in front of their friends. Some of them even only shook their heads or said that they did not know what they intended to speak in English. This condition made the students have low scores in English. The teacher stated that the low scores were reflected from the result of the test which was conducted for the students. When the teacher gave a test, many students achieved low scores. From 36 students in the classroom, only 15 students scored 8, the other students got 6 and even 5 for speaking tests. Their scores were lower than the Standardized Score set for Indonesian students that was 70.

Considering all the facts in the teaching of English above, the researcher is motivated to solve the problem by conducting research. This study involves the teacher and the headmaster of the school to find out the solution of the problems in the teaching of English, especially in speaking activities of the second grade students at SMP N 2 Sleman. This research is an effort to improve the students' speaking skills through information gap activities.

## **B. Identification of the Problems**

From the researchers' observation and interview when she was at the school, the researcher found out that there were some problems related to the

students' low level of speaking skills. Based on the discussion among the researcher and the teachers of the school, four problems could be identified.

The first problem was related to the teacher. The teacher seemed to have difficulties in providing interesting topics and applying suitable techniques that would develop the students' speaking skills. Not all teachers were really careful in selecting the tasks used in the classroom. The teachers might choose the tasks because the government suggested that the tasks were easy to find. Sometimes the teachers just referred the task from the students' worksheets that were made by *Musyawarah Guru Mata Pelajaran at that region*. The students' worksheets do not provide enough interaction for speaking activities. From this condition, the students did not get enough input from their teacher.

The second problem was related to the students. From the observation, most of the students were afraid to be active in speaking activities. When the teacher asked them to come forward to have a conversation with their friends, some of them followed the teacher's instruction but they could not act out the dialogue in front of their friends. Some of them even only shook their heads or said that they did not know what they intended to say. So, most of them chose to keep silent during the speaking activities. Even when the teacher asked them to answer questions, they smiled and did not give any answer.

The third problem was related to the English learning materials and tasks. The learning materials and tasks were taken from the present students' worksheets being used. The students' worksheets do not provide enough interaction for

speaking activities. It made the students have limited opportunities in speaking practice, so their speaking skills were low.

The fourth problem was related to the use of media. There was limited media used in English teaching, especially in the speaking class. There were many kinds of media provided by the school such as pictures, English encyclopedia, and dictionary, the students were only asked to go to the library to see or use those media. So, the media provided by the school were useless.

The last problem was related to the time allocation. The teaching of English especially speaking activities was also influenced by the time allocation available in the class. There was only one class hour given by the teacher for the students to do speaking performances. There was not enough time for all of the students to do speaking performances in one class hour. So, they had to continue the activities in the next meeting. It made the students have no enthusiasm to do the activities.

### **C. Limitation of the Problem**

It is necessary that the researcher puts attention on certain aspects in this research study so that the researcher can focus on the problem and attain the research objective accurately. From the problems described above, the present study limits the scope of the research to matters related to students' speaking skills.

There are two reasons why the study is limited to this problem. First, the researcher considers that this problem is important in the teaching-learning process. This is because in Communicative Language Teaching the students are

supposed to interact with others orally. Second, the actions in this study are limited by physical factors such as time and facilities. The researcher does not have enough time to do the research because she only has one semester to finish it. Besides, she does not have access to obtain all the feasible facilities that are required to solve all the problems in that school. Related to these factors, the researcher tries to identify the feasible action which can help to improve the effectiveness of English teaching in the school. This consists of efforts related to improving students' speaking skills.

#### **D. Formulation of the Problem**

Based on the limitation of the problem concerning students' speaking skills, the research problem is formulated as follows: "How can information gap activities be implemented to improve the students' speaking skills at the second grade students of SMP N 2 Sleman in the academic year of 2010/2011?"

#### **E. Objective of the Study**

In line with the formulation of the problem, the objective of this study is to describe how information gap activities are implemented to improve the students' speaking skills at the second students of SMP N 2 Sleman in the academic year of 2010/2011.

#### **F. Significances of the Study**

It is expected that the findings of this study will be useful for some parties. First, for the English teacher of grade eight, the study can be used as input to improve the quality of English teaching and students' achievement. Second, for

the other teachers, the study is expected to give information about the effective ways that are appropriate to be implemented to improve students' speaking skills. Third, for the researcher herself, the study becomes a practice and experience in developing her knowledge and skills in problem solving processes. Fourth, for other researchers, the study can give general knowledge of what can be done for research studies in relation to the teaching of English in the Junior High School.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

This chapter deals with some theories that become the bases for the discussion. The purpose of the chapter is to get the understanding of what the basic principles of the research are, so that the problem stated in the previous chapter can be answered. The discussion will be presented in five headings: speaking skills, aspects of speaking skills, English teaching and learning for the Junior High School, information gap activities, and conceptual framework.

#### **A. Speaking Skills**

This section discusses the basic theory of speaking skills. The purpose of the discussion of the speaking skills theory below is to view the detail information about this topic. The first part discusses the definition of skills. The second part explains the basic theory of speaking. The third part deals with the definition of speaking skills.

##### **1. Skill**

A skill is the ability to express oneself in life situation (Lado, 1961: 240), to cooperate in the management of speaking turns (Thornbury, 2005: 14), use knowledge in action (Bygate, 1991: 4), use a language expressing one-self in words (Hornby, 2000: 826), and use the language to express meaning so that other people can make sense of them (Cameron, 2001: 12).

In this definition, a skill is the ability to express oneself in life situation. It means that people put ideas into words, talking about perceptions, and uses the language to express meaning fluently so that other people can make sense of

them. Oral communication is a two way process between speaker and listener to use the language accurately in order to express ideas, feelings, and deliver information to other people in life situation.

The second meaning of a skill is related to being able to cooperate in the management of speaking turns. Many students are unaware of the conventions associated with turn-taking in English. As a result, they may take too long about thinking about what to say, or they do not realizing when it is theirs or others' turn to speak. In addition, they may not know how to interrupt or disagree, or they may do these things inappropriately. Learners do not recognize or employ intonation shifts, facial gestures or body language which signals a new turn. They often speak more formally than is necessary, possibly because they have been taught to speak in full sentences. Although they are not making mistakes, their utterances place a strain on the listener because more information is being conveyed than necessary.

The third meaning of a skill is the use of knowledge in action. It is not enough to possess a certain amount of knowledge, but a speaker of a language should be able to use the knowledge in different situations. Being able to decide what to say on the spot, saying it clearly and being flexible during a conversation as different situations come out, is the ability to use the knowledge in action.

Another meaning of a skill is the use of language to express one-self in words and speeches. It can be inferred that speaking uses words and produces sounds to express ideas, feelings or thoughts. Furthermore, success in communication is often dependent as much on the listener as on the speaker.

In a rather different way, one meaning of a skill is related to the use of language to express meanings so that other people can make sense of them. To speak in a foreign language in order to share understandings with other people requires attention to precise details of the language. A speaker needs to find the appropriate words and correct grammar to convey meaning accurately and precisely. He/she further needs to organize the discourse so that a listener will understand it.

## **2. Speaking**

Speaking is a language skill that is developed in the child's life which is preceded by listening skills (Tarigan, 1990: 3-4), a productive skill that can be directly and empirically observed (Brown, 2004: 140), the vehicle: "par excellence" of social solidarity, of social making of professional achievement (Bygate, 1987: 6). It is the activity when two people are engaged in talking to each other (Harmer, 2001: 67), actively use a language to express meanings so that other people can make sense of them (Cameron, 2001: 40).

In the first understanding of the definition, speaking is a language skill that is developed in a child's life which is preceded by listening skills. It means that speaking is a basic language skill. The mastery of the speaking skill is preceded by listening skills. In this case, increasing listening skills, for example, is very beneficial for the speaking ability.

Another understanding of speaking is that it is a productive skill that can be directly and empirically observed. The observation is invariably colored by the accuracy and effectiveness of a test-taker's listening skill, for example, which



necessarily compromises the reliability and validity of an oral production test. From those statements above, it can be concluded that speaking is an activity involving two or more people in whom the participants are both the listener and the speaker having to act what they listen and speak.

Speaking is also defined as a vehicle “par excellence” of social solidarity, of social making, or professional achievement. It is through their way of speaking that people are most frequently judged. In addition to that, speaking is a medium through which much language is learnt. To speak is not merely uttering sequences of speeches. More than that, it is the ability he/she manages to deliver what is in his/her mind well and to make his/her audience understand him/her.

Speaking takes place when two people are communicating with each other. Furthermore, speaking is the term that a speaker uses for verbal communication between people. When two persons are engaged in talking to each other, they are sure that they are doing communication. Communication between people is an extremely complex and ever-changing phenomenon. There are certain generalizations that can be made about the majority of communicative events and these have particular relevance for the teaching of languages.

According to the definitions, it can be concluded that speaking is a productive skill that uses verbal communication between people. It is developed in a child's life preceded by listening skills. Speaking is also a medium through which much language is learnt.

### 3. Speaking Skills

A speaking skill is the ability to use the normal communication, stress, intonation, grammatical structure, and vocabulary of a foreign language at a normal rate delivery for native speakers of the language (Lado, 1961: 239-240). The speaking skill is a matter which needs special attention. No matter how great an idea is, if it is not communicated properly, it cannot be effective. Oral language or speaking is an essential tool for communicating, thinking, and learning powerful learning tools. It shapes, modifies, extends, and organizes thoughts. Oral language is a foundation of all language development. Through speaking and listening, students learn concepts, develop vocabulary, and perceive the structure of the English language essential components of learning. Students who have a strong oral language base have an academic advantage. School achievement depends on students' ability to display knowledge in a clear and acceptable form in speaking as well as writing.

Another meaning of the speaking skill is the ability to communicate a speech articulation or to speak a talk for expressing an idea and a message. Lado (1961: 240) points out that a speaking skill is described as the ability to report acts or situations, in precise words, or the ability to converse or to express a sequence of ideas fluently. It can be concluded that a speaking skill is the ability uses to communicate the speech sound for expressing and conveying a message or idea.

A speaking skill is the active use of language to express meanings so that other people can make sense of them (Cameron, 2001: 40). To speak in the foreign language in order to share understanding with other people requires

attention to precise details of the language. A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately, and precisely. He/she also needs to organize the discourse so that the listener will understand.

## **B. Aspects of Speaking Skills**

Experts have proposed various aspects of speaking skills. Brown (2001: 268) proposes four aspects of speaking skills, namely fluency, accuracy, pronunciation, and vocabulary.

### **1. Fluency**

The first aspect is related to fluency. Fluency is the ability to speak quickly and automatically (Harris & Hodges, 1995: 14). In this definition a person is said to be a fluent speaker of a language when he/she can use its structures accurately and can use the patterns quickly and automatically at the normal conversation speed when they are needed. Fluency is considered to be the ability to keep going when speaking spontaneously.

Fluency in speaking is the aim of many language learners. Signs of fluency include speed of speaking and few pauses. These signs indicate that the speaker does not spend a lot of time searching for the language items needed to express the message (Brown, 2001: 10). In second language learning, fluency is used to characterize a person's level of communication proficiency which includes the following abilities to: 1) produce written and spoken language with ease, 2) speak fluently but in imperfect intonation, vocabulary, and grammar, 3) communicate

ideas effectively, and 4) produce continuous speed of speaking without causing a breakdown of communication (Richards, 2008: 108-109).

One of the most difficult challenges in teaching a second language is finding ways to help the students improve their oral fluency. This is especially true in countries where the learners share the same language and have little practice to the second language outside the classroom. Pair and group work communication tasks are ineffective. It is because when learners are asked to perform the activities, they often just chat in their native language. Although they may want to express their ideas in English, it is hard for them to do so and it is hard for the teachers to convince them to try. To overcome this obstacle, (Klippel, 1991: 35) proposes to focus on fluency by making students communicate with English only. Schneider explains that the teacher rarely puts their students to practice their knowledge of grammar and vocabulary. As a result, the students believe that they are incapable of speaking English and feel the hopelessness that many second language learners suffer.

## **2. Accuracy**

The second aspect is related to accuracy. Accuracy is the ability to produce correct sentences using correct grammar and vocabulary. Accuracy is relative. Children have different levels in the development of their fluency. Accuracy is achieved by allowing students to focus on the elements of phonology, grammar, and discourse in their spoken output.

Accuracy is needed to improve fluency. They are mutually influential. Accuracy brings fluency and fluency brings further accuracy. Accuracy and

fluency are not contradictory but rather like two pillars that support the spiral stairs of communicative competence. Accuracy and fluency are closely related which leads the speakers to the opinion that both accuracy and fluency is necessary for successful communication.

The role of accuracy in a speaking class is set by providing the opportunities for the learners to engage in natural interaction. The teacher should give them communicative tasks and activities, such as information gap activities, games, conversations, role-plays, and debates (Klippel, 1991: 22). The teacher must let the learners engage in the natural interaction process whenever possible.

### **3. Pronunciation**

The third aspect is related to pronunciation. Pronunciation is the way for speakers to produce clearer language when they speak. To be able to have a successful communication, the speaker of a language needs to be able to understand each other with relative ease (Nunan, 2003: 112). It means that the speakers have to be able to give clear messages to the listeners. Here, pronunciation plays an important role for a speaker in giving a clear message to the listeners. Pronunciation is a part of speaking skills. The speaker of a language cannot separate pronunciation from speaking. Good speaking requires good pronunciation. There will be successful speaking when the speakers have good pronunciation.

Pronunciation is taught in the school, but it does not take important roles in English subjects. Pronunciation is only a part of the supporting elements or supporting competences in English besides vocabulary, grammar, and discourse in

the classroom. There are two principles in the general strategy of pronunciation teaching: 1) pronunciation has to be integrated with other skills and with other supporting competences and 2) pronunciation has to be isolated for practice of specific items (Nunan, 2003: 109). Pronunciation cannot be separated from other skills and competences. Pronunciation should be taught integrally with the other skills and competences in the class.

English has different accents of pronunciation. In general there are British English or known as Standard Southern British and American English or known as General American. There is no clear standard to judge that the pronunciation of each language is good or bad. The standard of English pronunciation is 'Received Pronunciation' (RP) (Jones, 2001: 17).

English is one of the languages in this world which has its own characteristic features of language. The characteristics of the features make it easier for one to recognize the sounds of the language. For example, for the word "class", British English pronounces with the vowel /c: / /klɜ:s/ and American English pronounces with the vowel /æ/ /klæs/. Although American English has similar pronunciation with British English, the listeners could directly recognize the sounds from British English.

#### **4. Vocabulary**

The fourth aspect is related to vocabulary. Vocabulary has to do with the appropriate diction which is used in conversation. Without having a sufficient vocabulary, someone cannot communicate effectively or express ideas in both oral

and written forms. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed (Willid, 1990: 42).

Vocabulary is one important aspect in learning a foreign language. With a limited vocabulary anyone will also have a limited understanding in terms of speaking, reading, listening, and writing. Vocabulary is one of the problems faced by English language learners. Because of the limited vocabulary, the learners cannot communicate to others clearly. The acquisition of a large number of vocabulary can help the students read, speak, listen, and write.

Vocabulary as one of the language aspects has to be learned when people are learning a language. Good mastery of vocabulary is important for anyone who learns the language used in listening, speaking, writing, and reading. Without having good vocabulary mastery, it is impossible to use the language precisely and vividly.

### **C. English Teaching and Learning for the Junior High School**

Junior High School or secondary school students are in the formal operational stage. The range of secondary school students is from eleven to fifteen years old. They are popularly called teenagers or teens. Teaching English to teenagers in the Junior High School involves more than merely teaching the language. To successfully teach them a second language requires specific skills and institutions that differ from those appropriate for adult teaching (Brown, 2001: 87). The teacher should know the curriculum for teaching teenagers and their characteristics in order to gain the effectiveness of English teaching and learning process.

## **1. Teaching English to Junior High School Students**

The teaching of English in the Junior High School is aimed at developing the ability of the students to communicate in English which includes the four language skills of reading, listening, speaking, and writing. The mastery of the language skills is used to support the ability to communicate both in the written and oral forms.

To achieve the goals of teaching English to junior high school students, the four language skills should be taught equally. It means that the teacher provides the balanced proportion of attention towards each skill. From the curriculum of 2006, it can be seen that there are more learning objectives and activities for the teaching of speaking skills. Adopted from the curriculum, the speaking skills that have to be possessed by Junior High School students at the first level can be presented with the mastery of approximately 500 words. The grammar used should be appropriate with the context. Here, the students should be able to use the language skills as: 1) spell and mention the words that have been learnt with correct pronunciation, 2) ask and answer simple questions, 3) carry out a short and simple conversation fluently (Depdikbud, 2006: 6, translated by the writer).

Speaking is one of the standard competences that students should acquire. In the curriculum, the basic competence of speaking is the use of language variations accurately and fluently in daily life. From the basic competence, the students should at least be able to communicate using English in daily life.



## **2. Characteristics of Junior High School Students**

As stated in Chapter I, the subjects of this study are seventh grade students of junior high school. These subjects are teenagers around eleven to fifteen years old. In relation with the language teaching to secondary students, it is necessary to discuss some characteristics that are related to the topic of this study. Presented below are the characteristics of Junior High School students proposed by some experts.

### **a. Curiosity**

Teenagers are naturally curious. They want to make sense out of things, find out how the things work, gain competence, control over themselves, and do what they can see from others. They are opening perceptives and are experimental. They do not merely observe the world around them (Hadfield, 2005: 13). Teenagers are full of questions. They are still concerned with their own life. They are curious about new things around them. They try to observe and look for the answers by themselves.

Each learner will express their curiosity in different ways. For example, when the teacher brings a frog to the class, one student might barely be able to contain himself. He/she wants to touch and hold the frog. Another student might be grossed out by touching, but he/she may ask what the frog thinks about. It means that the first student is interested in exploring the visible outside the world, while the second is curious about the inner, invisible world of relationship.

### **b. Game Lovers**

Children and teenagers like games (Harmer, 2007: 82). In this case, they find them as interesting and attractive activities. When they play a game, they know perfectly well that it is not real. However, it does not make them stop their efforts. It happens like this because they find it fun. In the activity, they will learn the second language if they can work out the input in meaningful contexts.

Games provide them an occasion for real language use and let their subconscious mind work on the processing of the language while their conscious mind is focused on the activity (Hadfield, 2005: 6-7). This process happens naturally when the need of communication has been set up through the rule of game which generates real interaction. Games can be performed many times (Hadfield, 2005: 4). This condition will create the circumstances for meaningful repetition, as it is very useful for them. It also ensures that the player interacts with each other. The interaction is usually played out using certain expressions in the target language. That is why games are so useful.

### **c. Explorations**

Children and teenagers learn through their exploration and play (Pinter, 2006: 5). Play activities are essential to the development of children and teenagers. The most important role that play can have is to help them to be active, make choices, and practice actions to mastery. In this point, they work out on a mutual interaction among their companions. They often explore something they want to know. In the exploration, they sometimes find this occasion for playing. When teenagers have been exposed to the language input, they will soon want to

participate in an interaction with the teacher or each other using the language input. They will start copying simple phrases, join in a kind of answer question activities, introduce themselves, memorize short dialogues, etc. In this case, they need opportunities to interact with teachers and with each other in a meaningful learning.

#### **d. Delight in Talking**

Teenagers still take great delight in talking (Halliwell, 1993: 3). It is because they are interested in talking about everything around them. They even say spontaneously what they think in their mind. They talk about the things they are seeing and experiencing. Teenagers like to talk about everything by activating their knowledge that they earn from hearing adults. They also love to ask for something new that they face everywhere to adults.

#### **e. Cooperation**

Group works and pair works can lead to effective implementation of cooperative learning (Brown, 2001: 47). Working with others in a kind of cooperation is also beneficial in terms of sustaining interest and motivation. It is best if the students are put in pairs or small groups (Pinter, 2006: 189). It gives evidence that students need to work and cooperate with their friends, both individually or in groups to achieve and develop effective relationship among them. Here, students learn how to give appropriate responses in a particular range of cooperation. During the pair and group work accomplishment, the classroom becomes the place where the students have to cooperate with others. This description points out that students need to cooperate with others.

### **3. Techniques of Teaching Speaking**

Speaking should be defined in terms of communication use. Therefore, speaking should be taught through communicative activities, such as information gap activities, games, conversations, role plays, debates or discussions, etc. (Lowry, 2009: 22).

#### **a. Information Gap Activities**

Information gap is a useful activity in which one person has information that the other lacks (Raptou, 2001: 211). They must use the target language to share the information needed. In information gap activity, the students are supposed to work in pairs or groups. In this activity, one student will have the information that the partner does not and the students will share their information. In this point, they only can solve the problem if they put together the pieces of information.

An information gap activity serves many purposes such as solving a problem or collecting information. Here, one person has certain information that must be shared with others in order to solve a problem, gather information, or make a decision (Neu & Reeser, 1997: 12). In this activity, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These types of activities are extremely effective in the second language classroom. The objective of the information gap activity is to convey or request information (Brown, 2001: 135).

**b. Games**

A game is an enjoyable activity with a set of rules or terms against each other (Hadfield, 2005: 20). A game is one of activities that can help students relaxed in learning the language. This technique is particularly suitable for the students in mastering the language. It is designed to provoke communication between students, so that the students has to talk to a partner in order to solve a puzzle, draw a picture, put the things in right order, etc. The use of games is one of the strategies to develop students' speaking skills.

Games have close relationship with language learning. Language games can add fun and varieties to conversation sessions. In addition, games are especially refreshing after grammar activities. Game is also a wonderful activity to break the routine of classroom drills by providing relaxation while remaining within the framework of language learning. A game can in fact be stimulating and entertaining.

**c. Conversation**

Conversation is an activity which provides a context for a wide range of communication functions and domains of meaning in which learners practice managing longer sessions of social interaction such as introducing new topics and taking turns (Dornyei & Thurrel, 1992: 22). This activity provides the learners with the opportunities to express their own personality and experience through the foreign language.

#### **d. Role-Play**

A role-play is an event or activity where the players are pretending to be someone that they are not (Harmer, 1991: 133). The learners are asked to imagine themselves in a situation that could occur outside the classroom and adopt a specific role in the situation and behave as if the situation really existed in accordance with their role. In this activity, the learners will be able to practice communicating meaning, increasing their creativity, and improving their conversational skills. To create role-plays, the teachers may use cues, information, situation, and goals.

#### **e. Debate and Discussion**

This is a variation of a role play activity. In this activity, the learners' role ensures that they have adequate shared knowledge about the issue and different opinion or interest to defend (Littlewood, 1991:14). At the end of the activity, they have to reach a decision or a vote. Thus, in this activity the students may develop their communicative competence. On the other hand, this activity may have a great disadvantage. When the students are not ready enough with the topics, vocabulary and grammar, the activity may not run well.

### **D. Information Gap Activities**

This sub-chapter describes the important matters concerning information gap activities. It is presented in four sub-headings. These are the definition of information gap activities, the characteristics of information gap activities, the implementation of information gap activities, and the advantages of using information gap activities.

### **1. The Definition of Information Gap Activities**

An Information gap is a situation in which there is a communication between two or more people and where information is known only to some of the people present (Li, 2005: 25). In this point, people normally communicate in order to get information they do not possess. It occurs when one person has information that the other person does not but need it. Therefore, the information needed to reach an outcome is split between the students. This splitting information has several effects (Li, 2005: 26). First, it gives each student a reason to participate. Second, it makes the students have to understand what the others have said. Third, it gives a strong feeling of group cohesiveness. Moreover, the splitting of information is mostly effective for increasing the amount of negotiation of meaning in an activity (Liao, 1997: 12). The gap can also create the absolute need to communicate as well as to cooperate.

An information gap activity is an activity that obligates the participants to exchange different information or opinion in order to complete the tasks by talking or communicating with each other to find the information that they do not possess (Son, 2009: 198). It involves a transfer of given information from one person to another or from one form to another or from one place to another. Each of the participants has some knowledge or information that is not shared by another. In this point, they only can solve the problem if they put together the pieces of information. The information gap activity can be applied in the classroom by asking the students to go beyond practice of language forms for their

own sake, use their linguistic competence, and get the communicative resources in order to obtain information.

The objective of the information gap activity is to convey or request information (Brown, 2001: 135). There are two kinds of information gap activities: one-way and two-way. In a one-way information gap activity, one person has all the information. For example, one student gives a direction to a location and the other plots the route on a map. In a two-way information gap activity, both students have information to share to complete the tasks, for example, the students are asked to complete the blank space by exchanging the information they do not possess. The two-way information gap activity facilitates more interaction than the one way information gap activity.

From the explanation above it can be concluded that an information gap activity involves the students to communicate with each other in order to exchange information. This activity is a kind of real life communication. Therefore, the students, especially in the two-way information gap activity, are talking in order to communicate, not only to practice the language.

## **2. The Characteristics of Information Gap Activities**

There are some characteristics of information gap activities such as gap, information exchange, curiosity, attractive activities, and cooperation. Each of these is described below.

### **a. Gap**

A gap is an empty space between something or two things (Lee, 2003: 65). In the information gap activities the appearance of the gap is a must. If everything



is certain and known, there is no need to think. Learning demands thinking and gaps create that demand (Hutchinson and Waters, 1987: 139). The demand of thinking is stimulated by the presence of gaps. In this point, the gap is about information of everything between minimally two persons that one person has the information and another does not. The gap itself creates the absolute need to communicate as well as the need to cooperate.

**b. Information Exchange**

An information exchange is the process of giving and receiving information, thoughts, and ideas (Son, 2009: 198). The process of information gap activities involves the exchange of information between two or more people. The main purpose of the process is to provide an understanding of the information which is the subject of the exchange through messages. In the information gap activities, the exchange of information begins with the formulation of ideas or the selection of information. Here, the participants decide which meaningful information or message should be the subject of the exchange.

**c. Curiosity**

A curiosity is an emotion related to a natural inquisitive behavior such as exploration, investigation, and learning (Son, 2009: 55). In the information gap activities, the aspect of curiosity is present. They have to be curious about information they do not possess (Thornbury, 2005: 12). Related to this point, the presence of a gap makes the participants curious about it. Because of their curiosity, they try to find the absence of information. It makes them ask about the information actively. In the information gap activity, the curious participants are

always eager to ask the right type of questions and seek the right kind of answers from each other.

**d. Attractive Activities**

An attractive activity is an activity that can arouse someone's interest and provide pleasure (Thornbury, 2005: 22). Related to this point, an information gap provides attractive activities. The attractive point is that on the activities itself. It is because the activity of an information gap motivates the participants to find the information that they do not possess. In the teaching and learning process, this activity can be in form of games. Information gap activities attract students' motivation because they find them interesting. If they are attracted to the activities, they will try to accomplish the gap.

**e. Cooperation**

Cooperation is the process of working together for a common purpose (Brown, 2001: 47). In the information gap activity the only way to solve the gap is for the participants to cooperate with each other. Here, they need each other to solve the gap. In this situation, working with others can sustain their motivation in carrying out the information needed. Here, information gap activities will give evidence that the students need to work and cooperate with their partners, both individually or in groups to achieve and develop effective relationship among them.

### **3. The Implementation of Information Gap Activities**

The implementation of information gap activities in the teaching and learning process involve four phases. They are preparation, demonstration, activity, and feedback (O'Connell, 2006: 45).

#### **a. Preparation**

In the preparation phase, the teacher prepares all the items needed for the teaching of information gap activities. The items can include a set of cards, pictures, stories, etc. Before class, the teacher should prepare a set of cards. One card is for each student in the class. Half of the cards should have questions. The other half should contain corresponding answers (O'Connell, 2006: 45).

#### **b. Demonstration**

In the demonstration phase, the teacher prepares the students to follow the activities. He/she gives some information including the purpose of the activities. Then the teacher leads the students to the main activities by exploring the topic with the class and highlight useful words and phrases. The teacher introduces the language expressions that will be used in the activity.

In this stage, the teacher can draw six to eight boxes with the questions and answers on the whiteboard. The teacher then chooses a question and asks some students to find the answer. When the answer is given, connect the two boxes with a line. Next, the teacher chooses an answer and asks the students to find the matching question. Then he/she joins them with a line. This is done until all the boxes on the board are matched.

After demonstrating on the whiteboard, the teacher tells the students “I’m going to give you a card. Don’t show it to anyone. It’s a secret! You are going to read your card to other students and find your match”. Give concept check by asking “Are you going to show your card to other students?” and “Are you going to read your card?”

Next the teacher gives three or five students in the front row a card and takes a matching card for them. Then, the teacher quickly demonstrates the task by reading his/her card to each student and having them read theirs back to the teacher. While the teacher doing this, he/she asks the class “Is that a match?” until the match is found.

### **c. Activity**

In the activity phase, the teacher brings the students to solve tasks or to play games that contain information gap activities. Here, the teacher divides the students into pairs or groups according to the task. In pair work, the students must do the task together with the partner. An example is completing an incomplete chart of someone’s personal information. This task is aimed at enhancing the partners’ relationship. In group work, the teacher divides the students into some groups. The teacher can conduct group discussions or play games with the students according to the classroom needs and conditions. The students must work with their groups. An example is playing a game that is describing and drawing the famous artist. This activity is aimed at strengthening the classroom interaction and enhancing the students’ skills to work with other people.

Continuing the example on the pre teaching phase, the teacher then walks around the class with the cards face down so the students can pick a random card (O'Connell, 2006: 46). This activity increases the students' investment in their secret card because they choose it by themselves. Here all the cards have been given out to the students. The rules of the cards allow the students time to read their secret cards and use their dictionaries if they have to. In this point, individual students may need some help with pronunciation. When all students are comfortable with their cards, the teacher asks them to practice the activity in front of the class.

#### **d. Feedback**

In the feedback phase, the teacher gives praises to what the students have done, then reviews the activity that has been conducted. The teacher asks some information related to the activities and lets the students give their comments about the activities. In this point, feedback is considered one of the most powerful instructional variables in the sense of enhancing the students' achievement (Louma, 2004: 12). The teacher provides feedback to the students about their learning. The teacher also receives feedback from the students about the teaching. Feedback is information about the correctness, accuracy, or opportunities of the students' past performance. Here, the teacher encodes and conveys verbal and nonverbal messages to the students either face to face or through some form of mediation such as written comments regarding the students' past performance.

Continuing the example on the while teaching phase, after all of the students are matched, the teacher goes around to collect the cards. While the

teacher is collecting the cards, he/she has the students read them back to the teacher to reaffirm the match and congratulate them. Then the teacher leads the students to review the activity together, for example by asking questions such as “What improvement can I make?”, “What I’m doing well?”, and “How am I doing overall?” etc.

By giving a feedback the students will be able to successfully self-monitor. They will also have higher aspiration for further achievement, greater self-satisfaction, and higher performance overall.

#### **4. The Advantages of Using Information Gap Activities**

Experts purpose some advantages of using information gap activities. Son (2009: 1) proposes four advantages of using information gap activities. They are providing adequate opportunities for the students to communicate, improving the students’ motivation, building the students’ confidence, and supporting the improvement of the students’ relationship.

##### **a. Providing Adequate Opportunities for the Students to Communicate**

Information gap activities provide adequate opportunities for the students to communicate. It means that there is more communicative to take place since the activities extend the speaking practice. Information gap activities make the students concentrate on the communication for information. It also makes the students produce more speech and help each other in creating the communication. In this activity, the students are forced to negotiate meaning because they must make what they are saying comprehensible to others in order to accomplish the task (Neu & Reeses, 1997: 45)

### **b. Improving the Students' Motivation**

In the information gap activities, the motivation of the students can be higher since in the activities the teacher gives the students a reason to talk. It is because in this activity the teacher can keep them thinking represents real communication, and factual learning. It also gives equal learning opportunities for mixed ability classes. The students' motivation can be known by seeing their attitudes such as their attention to their teacher's explanation, response to the teacher's and friends' questions, their emotion, enthusiasm, etc. (Ur, 1996: 23).

### **c. Building the Students' Confidence**

Information gap activities can build students' confidence. It can be achieved when the activity is less intimidating. It is better if the teacher asks the students to present the materials in front of the class. The students also can interact with their friends freely, in a more comfortable and casual atmosphere in the information gap activities.

### **d. Supporting the Improvement of the Students' Relationship**

The information gap activities also support the improvement of the students' relationship because these activities tend to make the students to work together, in pairs or groups, and in completing their tasks. Working with others in a kind of interaction is also beneficial in terms of sustaining interest and motivation. It gives evidence that students need to work and interact with their friends to achieve and develop effective relationship among them.

## **E. Conceptual Framework and Research Questions**

This sub chapter presents the important matters focusing on the study. It is presented in two headings. These are the conceptual framework of the study and research questions. They provide framework for the researcher in planning and conducting the research.

### **1. Conceptual Framework**

English becomes one compulsory lesson at the junior high school. This policy is stated in the government rules No. 19/ 2005 article 6 verses 1 about the scope of subjects in every level of education in the curriculum. Today, the current curriculum is the 2006 curriculum or the School-Based Curriculum. The Junior High School of SMP N 2 is one of the Junior High School in Sleman which has followed the curriculum. However, the students found some problems in the English teaching learning process. One of the problems is the low of students speaking skills. Speaking is one of the important skills that should be acquired by students. Ideally, in the speaking teaching and learning process, students have to be given some opportunities to practice the target language and produce it in the spoken form. They can practice the language in the forms of conversations, debates, games, or role plays. Moreover, they have to be able to not only speak fluently in English, but also speak in connected speech and different genres and situations.

The speaking activities should be presented in communicative ways. It is expected that students communicate using the target language with other students during the speaking class. One type of the communicative activities is an



information gap activity. An information gap activity is an activity that requires the participants to exchange different information or opinion in order to complete the tasks by talking or communicating with each other to find the information that they do not possess. Information gap activities which are conducted in pair or group work can lead to the students' confidence and motivation to be involved actively in the teaching learning process. It can be said that information gap activities can be an alternative strategy to improve the students' speaking skills in the teaching of English.

As the speaking skills are very important in the teaching of English, collaborative work to improve the English learning is necessary among related to the research team members such as the English teacher and the researcher. By using an action research, it is expected that the students' speaking skills in SMP N 2 Sleman can improve through the use of information gap activities. Since the characteristics of information gaps are suitable for the teenagers' characteristics. The conceptual framework of the study is summarized in a visual illustration below.

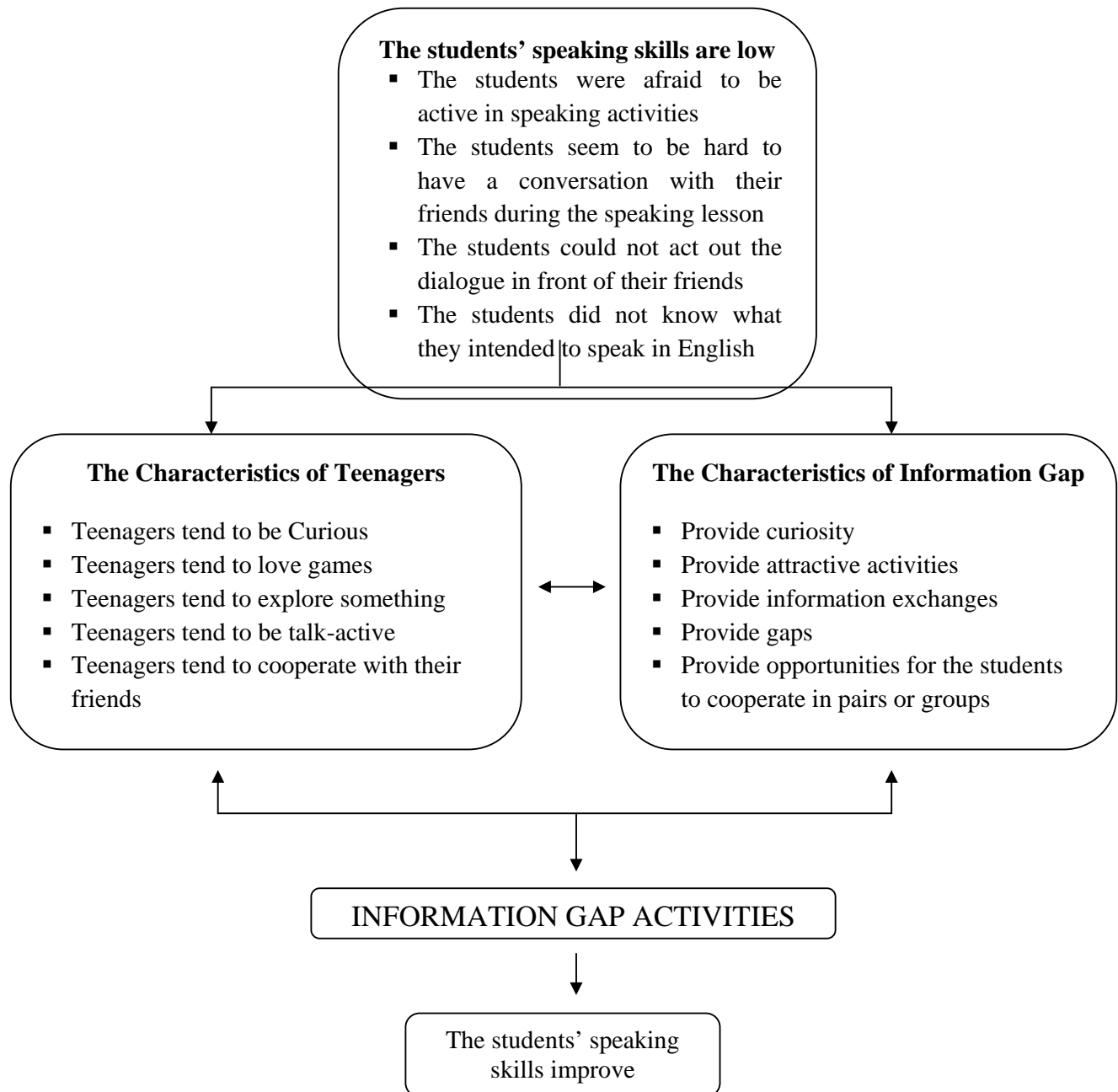


Figure I: The conceptual framework of the study.

## **2. Research Questions**

Based on the background of the study in chapter I, the researcher plans the possible action to solve the problem found. In this study the problem is that the students' speaking skills of the second grade students of SMP N 2 Sleman is poor. To solve the problem, the researcher needs to plan the actions. In planning the actions, the researcher proposes research questions to help her in arranging the report in chapter IV. Here below are the research questions.

1. How are the information gap activities implemented in the second grade of SMP N 2 Sleman?
2. How do information gap activities improve the students' speaking skills?
3. What are the students' responses to the implementation of information gap activities?

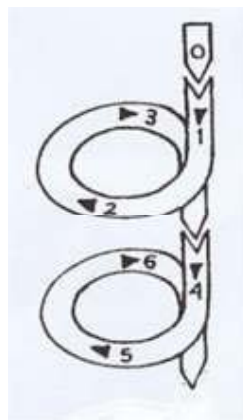
### CHAPTER III

#### RESEARCH METHOD

This chapter presents the discussion of the research method of the study. This is presented in six headings. Include the research design, setting and time of the study, subject of the study, research instruments, data collection, and research procedure.

##### A. Research Design

This study was action research. The researcher and all of the other research team members collaborated and worked together in identifying the input to the study about the obstacles and weaknesses of English teaching related to the students' speaking skills, formulating the research problems, planning and carrying out the actions, evaluating, and reflecting on the actions implemented in the study (Kemmis & Mc. Taggart, 1997: 24). In this scheme, the researcher and collaborators found a problem, formulated a possible solution, implemented the action, and reflected on the outcome of the action. These form the action-research cycles as can be seen in the illustration below



- 0 = The problems
- 1 = Planning
- 2 = Action and observation I
- 3 = Reflection I
- 4 = Revised plan I
- 5 = Action and observation II
- 6 = Reflection II

Figure II: The steps of action research.  
(Kemmis & Mc. Taggart, 1997: 24)

### **B. Setting and Time of the Study**

This study was carried out in class 8D of SMP N 2 Sleman. Data collection was done once a week with a duration of 70 minutes in every session. It was held on Wednesday from 11.45 to 13.05 and on Saturday from 07.15 to 8.15 a.m. As has been stated before, the English teacher who taught in this school was Mrs. Susan (the name was pseudonyms). She got her master degree from one of reputable University in Yogyakarta. Lesson books entitled *Let's Talk* and *English in Focus* were used by the teacher in the teaching-learning processes. This study was carried out in the first semester in the academic year of 2010/2011. It lasted from October to December 2010. The study was conducted based on the schedule of teaching of the English on Wednesday from 11.45 to 13.05 and on Saturday from 07.15 to 8.15 a.m.

### **C. Subjects of the Study**

The subjects of this study were students of grade 8D of SMP N 2 Sleman. The class had 36 students, consisting of 20 female and 16 male students. The students were thirteen to fourteen years old. Most of them came from the middle class economic background. They lived near the school and some of them rode a bicycle to go to school. Most of their parents were government employees. Several parents were entrepreneurs and some of them were farmers. Most of parents were well-educated people.

#### **D. Instruments of the Study**

The instruments for collecting the data in this study were a test instrument and a non-test instrument. The test instrument included a rubric of students' speaking performance, and the non-test instruments included observation guides and interview guides. The data of the test instruments were in the form of numeric data. Meanwhile, the data of the non-test instrument were in the form of field notes and interview transcripts of the teaching-learning processes.

##### **1. Observation Guide**

The observation was done to enrich the information that was needed. In this case, the researcher observed the students' speaking activities in the classroom when the action plan was conducted. The researcher noted the activities in a field note. The field note gave clear description about the effectiveness of English teaching-learning processes.

The observation was done by the researcher and the English teacher as the collaborator. The observation was done after the researcher made an observation guide. It was used by the researcher as a guide in doing the observation. In developing the observation guide used as the instrument of this research, the researcher made a specification table 1. The specification table can be seen in Appendix A.

In order to support the success of the study, the researcher measured the validity of the observation guide. Since the observation guide is a non-test instrument, the researcher only measured the construct validity of the instrument. Here, the researcher used expert judgments to know the validity of the observation

guide (Sugiyono, 2009: 125). The researcher consulted the aspects in the observation guide to some experts before it was used. The experts said that the observation guide can be used as the instrument after eliminating some questions that were not suitable with the variables.

For the reliability measure, the researcher used the triangulation technique. Here, the researcher matched the results of three sources namely: observation data, interview data, and students' pre-test and post test scores. It was done to know whether or not the reliability of the data was evident. This can be used as an approximation of the observation guide as a research instrument.

**Table 1. Specification Aspects observed in the class**

No.	Variables	Indicators	Number of Items
1.	A. The use of information gap in the teaching and learning process, especially in speaking.	a. The setting of speaking practice	
		- Information gap in pair work	1
		- Information gap in group work	2
	Raptou (2001: 211)	b. The students' attitude and motivation	
		- Pay attention to the teacher explanation	3
	Internet TESL Journal, Vol. XII, No. 11	- Learners' talk a lot	4
		- Participate actively	5
		- Answer the teacher's questions	6
	(Ur, 1996)	- Respond their friends' question	7
		- Students' positive emotion	8
		- Show enthusiasm during the activity	9
	(Neu & Reeser, 1997)	- Interest with the teaching techniques	10
		- Interest with the materials	11
		c. The use of materials	
		- Choose the interesting materials	12
		- Provide materials to create students' interaction	13
		- Exchange of information	14
		d. Use acceptable language level	
		- Use relevant utterances	15
		- Easy comprehensible utterances	16
<b>TOTAL</b>			<b>16</b>

## **1. Interview Guide**

The interview guide was used as the guidelines for the researcher in giving questions to the students or the teacher of Class 8 D after doing the planned actions. In this study, the interview guide involved four variables. They were the condition during the teaching of speaking, the students' behavior in the classroom, the teaching method, and the used of information gap activities in the teaching and learning process. Every variable involved several aspects to be asked during the research. The aspects could be seen detailed in Tables 2. Here, the researcher not only interviewed the students and the English teacher about the variables in the interview guides but also asked about important things related to speaking skills.

In order to gain the valid data, the researcher measured the validity of the data interview guide by using the expert judgment. Here, the researcher consulted the items in the interview guide and the questions that were developed to some experts (Sugiyono, 2009: 125). The expert said that the instrument of interview guide can be used to gain information about the study after it was reconstructed. There were some items of the interview guide that were suitable with the study.

For the reliability measure, the researcher used the triangulation technique. Here, the researcher matched the results of three sources namely: observation data, interview data, and students' pre-test and post test scores. It was done to know whether or not the reliability of the data was evident. This can be used as an approximation of the interview guide as a research instrument.



**Table 2. Specification Tables of Interview**

No.	Variables	Indicators	Number of Items
1.	The condition during the teaching of speaking	a. The interaction between teacher and students b. The interaction between students c. Improvement in speaking skills d. The students' English proficiency	1,12 2,13 3,14 4,15
2	Students' behavior in the classroom	a. The students' participation b. The students' habit	5,16 6,17
3	The teaching method	a. The implementation of pair work and group work b. The students' responses to group work and pair work	7,18 8,19
4	The use of information gap activities in the teaching-learning process	a. The implementation of information gap activities b. The materials used c. The students' responses	9,20 10,21 11,22
<b>TOTAL</b>			<b>22</b>

## 2. Rubric of the Students' Speaking Performances

The rubric of the students' speaking performances test was used for pre-testing and post testing. The students' performance tests were scored by using the speaking rubric proposed by Dick, Gall, and Brog (2003: 571) with some modification. It was an assessment rubric test consisting of four aspects. They were fluency, accuracy, vocabulary, and pronunciation. Each aspect was scored 1 to 10 in which every score had different indicator: the score higher, the indicator will be more complicated and vice versa. The test materials were adapted from the topics provided in the "*English in Focus*" lesson book. In order to get the validity



## **E. Data Collection Techniques**

The data about the improvement of the students' speaking skills were obtained by doing observation in the English class, conducting interviews after the class meeting, and administering the pre-test and post test. These data collection techniques are described below.

### **1. Observation**

The observation was done to monitor the teaching-learning process in the 8 D class. During the observation, the researcher collected the data by observing the class situation and condition when the actions were conducted, and then recorded the activities in the field notes.

### **2. Interview**

The interview was done to know the effectiveness of the actions. In this case, the researcher held the interview with the English teacher and the 8 D students about the information gap activities during the teaching of speaking. The results of the interviews were recorded in the interview transcripts.

### **3. Rubric of The Students' Speaking Performance**

The rubric of the students' speaking performance was used to conduct the pre-test and the post test. They were administered before and after the researcher conducted the actions. It was used to measure the students' speaking skills related to the topics taught in the study. The data of the pre-test and post test were collected in the form of numeric data.

## **F. The Validity and Reliability of the Data**

### **1. The validity of the Data**

Five validity criteria could be applied to show the regularity of this study (Burn in Sanjaya, 2019: 41). The five validity criteria were democratic validity, outcome validity, process validity, catalytic validity and dialogic validity.

For democratic validity, in this study, the researcher interviewed the English teacher and the 8 D students of SMP 2 Sleman (Burns, in Sanjaya, 2010: 41-42). In the interview, the English teacher and the students expressed their views, and opinions toward the actions done.

For outcome validity, the researcher emphasized the study on the betterment of the learning process to reach the maximal result (Burns, in Sanjaya, 2010: 42). In this case, the researcher formulated the new questions related to the new problem found in the class when she tried to solve the main problem of the study. This action was done after the researcher did the reflection in the end of the class meeting.

For process validity, the researcher collected the data by doing observation and noted down everything that could be caught by the researcher's senses (Burns, in Sanjaya, 2006: 42) In this activity, the researcher observed the students' attitudes, class condition, the teaching technique used by the English teacher, etc. during the teaching and learning processes and described the collected data in the field note form.

For catalytic validity, the researcher tried to get the stakeholders' responses to the changes occurring to themselves (Burns, in Sanjaya, 2006: 43).

Here, the researcher tried to get responses not only from the stakeholders but also from the English teacher. In for this purpose, the researcher observed the implementation of the actions, made the reflection of the actions done in the 8 D class, and asked the questions to the English teacher and the 8 D students to know the changes they made after the researcher applied the actions during the study.

For dialogic validity, the researcher asked the English teacher as the stakeholder to participate in the process of the study by giving critiques and suggestions (Burns, in Sanjaya, 2010: 43). For this purpose, the researcher conducted reflective dialogues with the English teacher for critiques or suggestions to the actions done in the class.

## **2. The Reliability of the Data**

In order to ensure the reliability of the data, besides using field notes, the researcher used different resources to get the same data. In this study, to obtain the data about teaching processes, for instance, the researcher interviewed the teacher, observed the teaching learning process, and interviewed the students who just attended the class (Madya, 2001: 3).

To get the data reliability, the researcher used the triangulation technique. Here, the researcher matched the results of three sources namely: observation data, interview data, and students' pre-test and post test scores. It was done to know whether or not the reliability of the data was evident.

For the observation, the researcher observed activities that could be caught by her senses, such as the students' attitudes during the teaching learning process, the class atmosphere, the teacher's way in presenting the material especially

information gap activities, the learning media used, etc. Here, the results of the class observation were arranged in the field note forms.

For the interview, the researcher asked questions about the implementation of information gap activities in the teaching of speaking to the 8 D students and the English teacher. Here, the results of the interviews were shown in the interview transcripts.

For the pre-test and post test data, the researcher analyzed the pre-test and post test scores made by the students by the help of a computer analysis. The researcher used the t-test to know whether or not the change of the students' improvements in mastering English vocabulary was significant. Here, the data was obtained in a statistic form.

## **G. Research Procedure**

The research used the procedure of Action Research proposed by Kemmis and McTaggart with some modifications. The procedure is as follow:

### **1. Reconnaissance**

In this step, the researcher carried out the research collaboratively with the English teacher in the school and also another research team member in the school. Moreover, in this step, the researcher found out information concerning on the students' speaking skills. The researcher observed the English teaching and learning process and interviewed the English teacher and the students to identify the existing problem on the students' speaking ability. After that, she determined some plans related to the problems on the students' speaking skills.

## **2. Planning**

After doing the observation in the reconnaissance step, then the researcher made some plans to choose the actions that were feasible to be implemented in the field. In planning the actions, the researcher worked together with the English teacher of grade 8 SMP N 2 Sleman. The aim of the actions was to increase the students' speaking skills. The action plan was using communicative activities which were information gap activities.

## **3. Acting and Observing the action**

In this step, the researcher implemented the actions, while the research collaborator took notes in the backside of the class to observe the students' reactions and behaviors during the activities. The research collaborator also helped the researcher to handle the students' disruptive behaviors. It was done by approaching the students or giving a warning. For example, when there was a student who walked around the class, the research collaborator approached him and asked him to go back to his seat, etc. Sometimes, the research collaborator walked around the class to help the researcher to check the students' works by approaching and facilitating them by giving a problem solution related to the topic.

## **4. Reflection**

Based on the observation, the researcher and collaborator made a reflection of the implementation of the action. The reflection was conducted by interviewing the students and the collaborator about their responses to the actions. The reflection was useful to show the effectiveness of the action conducted in the

teaching and learning processes. At the end of the actions, the researcher and the collaborator discussed the results of the implementation of the actions and the problems occurring during the actions that seemed ineffective. The collaborator gave contribution to the reflection on the action that was taken. It was aimed to find out whether the actions were successful or not. The successful actions were used and reapplied in the next cycle, but those which were unsuccessful would be changed or improved into the suitable one.



## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This study is action research in a natural setting. The purpose of the study is to suggest ways that can help the second grade students of SMP 2 Sleman improve their speaking skills. One of the ways is using the information gap activities.

This chapter presents findings in two main sections of reconnaissance and research findings. In the reconnaissance, the researcher reviews the identification of the field problems and the possible solutions to solve the problems. The research findings will be presented in three sections. The first section presents the report of the actions done. The reports are presented in relation to the implementation of information gap activities. The second section presents the improvement of the students' speaking skills as a result of the using of information gap activities. The third section presents the students' responses to the implementation of information gap activities. At the end of the chapter, the researcher presents a summary of the findings of the study. Data evidences presented in this section are selected pieces while the complete data can be seen in Appendix.

#### **A. Reconnaissance**

At the beginning of this study, the researcher had a discussion with the English teacher about the English teaching learning processes in the 8D class, conducted the interviews with the 8D junior high school students, and did

observation of the English teaching learning processes. The results are presented as follows:

### 1. Identification of the Field Problems

Based on the discussion and observation during the study, the researcher identified 21 problems related to the English teaching learning processes in the 8D class. The problems are shown in table 1 below:

**Table 4. The Field Problems Concerning to the Teaching Learning Process of English in the 8D Class of SMP 2 Sleman**

No	Problems	Code
1.	The students were afraid to be active in the speaking activities.	S
2.	The students did not understand the teacher's explanation when she spoke in English.	S
3.	The students often did not give any responses to the teacher's question in English.	S
4.	The students preferred to keep silent than to answer the teacher's questions.	S
5.	The students seem to be hard to have a conversation with their friends during the speaking lesson.	S
6.	The students were shy to express their idea in English.	S
7.	The students found difficulty in spelling the English words.	S
8.	The students lacked vocabulary.	S
9.	The students could not act out the dialogue in front of their friends individually.	S
10.	The students had less opportunity to practice their English in class.	S
11.	The students could not carry out simple dialogues fluently.	S
12.	The students did not know what they intended to speak in English.	S
13.	The teacher seldom gave speaking activities during the English teaching and learning process.	T
14.	The teaching techniques used by the English teacher to present materials were not interesting.	TT
15.	The English teaching and learning process was monotonous.	TT
16.	The teacher seldom gave speaking activities during the English teaching and learning process.	LM
17.	The teacher found difficulties in managing the classroom because the number of students was very large.	T
18.	The students were only asked to write and answer the questions by writing the answers.	T
19.	The teacher did not know how to modify the speaking lesson.	T
20.	The activity during the English teaching and learning process was not interactive and communicative.	LM
21.	There were not many media in the English teaching learning process.	LM

NB:

S: Student LM: Learning Media TM: Time management T:Teacher TT: Teaching Technique

From the table above, it can be seen that the problems occurring in the English teaching learning process are related to the students, the teacher, the teaching technique, the learning media, and time management. Since the researcher focused only on the students' speaking skills, she selected the problems that were related to learning of speaking.

**Table 5. The Problems Related to the Learning of Speaking**

No	Problems	Code
1.	The students did not understand the teacher's instruction.	S
2.	The students did not understand the teacher's explanation when she spoke in English.	S
3.	The students often did not give any response to the teacher's question in English.	S
4.	The students preferred to keep silent than to answer the teacher's questions.	S
5.	The students were afraid to be active in the speaking activities.	S
6.	The students were shy to act out the dialogue individually in front of their friends.	S
7.	The students were shy to express their idea in English.	S
8.	The students found difficulty in spelling the English words.	S
9.	The teacher did not provide interesting activities that give opportunities for the students to practice their speaking.	TT

NB:

S : Student    T : Teaching Technique

## **2. Determining the Actions to Solve the Field Problems**

After having discussions with the English teacher, the researcher determined some actions expected to offer some solution to the problems. In conducting the actions, the researcher used three stages of the teaching learning process. They were building knowledge of the field, modeling of the text, and joint construction of the text.

There were four main actions in the learning of speaking that were related to the use of information gap activities. First, the teacher used classroom English during the teaching and learning process. Second, the teacher presented information gap activities through jigsaw tasks in the forms of pair and group work activities. Third, the teacher asks the students to retell the stories in front of the class. Fourth, the teacher gives feedback on the students' pronunciation. Besides the above four actions, the researcher also planned two additional actions. They were presenting interesting class activities to explore the use of information gap and using interesting learning media to attract the students' attentions such as pictures.

**Table 6. The Actions Applied in the Study**

<b>No</b>	<b>Actions</b>
<b>1.</b>	Using classroom English during the teaching and learning process.
<b>2.</b>	Presenting information gap activities through jigsaw tasks in the forms of pair and group works activities.
<b>3.</b>	Asking the students to retell the stories in front of the class.
<b>4.</b>	Giving feedback on the students' pronunciation.
<b>5.</b>	Providing interesting class activities.

### **3. The Relationship between the Field Problems and the Actions**

After the actions had been designed, the researcher related the field problems to the actions designed. The following table shows which field problems were related to the actions that had been designed.

Table 7. **The Relationship between Field Problems and the Actions**

Action	Problems
1. Using classroom English during the teaching and learning process.	<ul style="list-style-type: none"> <li>• The students did not understand with the teacher's instruction.</li> <li>• The students did not understand the teacher's explanation when she spoke in English.</li> <li>• The students often did not give any responses to the teacher's question in English.</li> <li>• The students preferred to silent than answer the teacher's questions.</li> </ul>
2. Presenting information gap activities through jigsaw tasks in the forms of pair and group works activities.	<ul style="list-style-type: none"> <li>• The students were afraid to be active in the speaking activities.</li> <li>• The students were shy to act out the dialogue in front of their friends individually.</li> </ul>
3. Asking the students to retell the stories in front of the class.	<ul style="list-style-type: none"> <li>• The students were shy to express their idea in English.</li> </ul>
4. Giving feedback on the students' pronunciation.	<ul style="list-style-type: none"> <li>• The students found difficulty in spelling the English words</li> </ul>
5. Providing interesting class activities.	<ul style="list-style-type: none"> <li>• The teacher did not provide interesting activities that gives opportunities for the students to practice their speaking.</li> </ul>

The first action was using classroom English during the teaching and learning process. During the actions, the researcher acted as the teacher in the class. The researcher planned to use classroom English during the teaching and learning process in order to make the students more familiar with English words and they could increase their opportunities to speak English in the class since the

researcher and the students communicate in English. The researcher used classroom English in several functions such as to greet the students in the beginning of the lesson, to elicit the materials that would be learnt, to explain the materials, to give the instruction of the tasks or activities, to give feedback, and also to end the lesson. Based on the interviews before the action, the students said that they did not understand the teacher's explanation when she spoke English all the time. Therefore, during this cycle, the researcher planned to use some Indonesian translations in some difficult aspects such as in giving the instructions, so that they could understand.

The second action was implementing of information gap activities through jigsaw tasks in the forms of pair and group works activities. The information gap activities were used to increase the students' speaking skills in the case of the skill to negotiate the meaning and make them active in the teaching and learning process. The information gap activities were given in the form of jigsaw tasks to make the students more actively engaged in the English teaching and learning process and to give them opportunities to practice their English in the class. These activities involved the students to work in groups and in pairs. Because the material being learnt was recount text, the researcher used jigsaw tasks as one of the information gap activities that suit to the material. Through these activities, the students' speaking competence could be built because in these activities they had to communicate with others to find out the information they needed. The researcher had planned some different information gap activities in the form of

jigsaw tasks by using pictures, blank paragraphs and the combination between picture and blank paragraph.

The third action was asking the students to retell the stories in front of the class. The students were asked to retell the stories in front of the class to make them confident in speaking in front of their friends. So far the students had less opportunity to speak in front of the class. By asking the students to retell the stories in front of the class individually, they were hoped not to be shy. Moreover, it was aimed at giving them understanding that retelling a text was different from reading a written text aloud.

The fourth action was giving feedback on the students' pronunciation. Based on the observations and interviews with the students, the English teacher seldom gave feedback on the students' work, especially on the students' pronunciation. Those made the students always make the same mistakes for many times. Then, the researcher planned to give feedback on the students' pronunciation after they performed their work so that they would not make the same mistakes next time.

The fifth action was providing interesting class activities. This action has the aim to solve the problems related to the lack of the teacher's ideas in providing or creating interesting class activities. The use of media such as pictures can make the class activities become interesting. The class activities also need to be made in simple ways in order that the students are not bored in participating in the class activities.

## **B. Research Findings**

In this subchapter section, the researcher presents the findings of the three aspects of the study. The aspects are the implementation of information gap activities in the speaking learning, the effectiveness of the use of information gap to improve the students' speaking skills, and the students' responses to the implementation of information gap activities.

### **1. The Implementation of Information Gap Activities in the Learning of Speaking**

As mentioned in the limitation of the problem in Chapter I, the researcher limited the study to the problem of learning activities related to the students' speaking skills. After conducting observations and discussions with the English teacher of 8 D Junior High School students, the researcher decided to use the information gap activities to solve the problem.

Before performing the action, the researcher conducted a discussion with the English teacher to prepare the suitable materials that were implemented. After conducting the discussion with the teacher, the researcher planned some activities that were performed in the form of pair work and group work. The activities were presented through interesting class activities to explore the use of information gap and using interesting learning media to attract the students' attentions such as pictures. The activities and the materials were arranged based on the syllabus for the second grade students of junior high school and the students' condition. The researcher conducted two cycles in the research. Since at the end of Cycle I, the researcher found some problems. Finally, in Cycle 2 the problem could be solved.



### a. **Cycle I**

As has been presented in Chapter III, the study proceeded through planning, action, and reflection. The following is the report of the process of the implementation of information gap activities in Cycle I:

#### 1) **Planning of Cycle I**

Considering the problems identified above, the researcher and the collaborator planned some actions as efforts to solve the problems. The efforts focused on implementing information gap activities in the teaching and learning process of speaking skills. These were described as follows:

##### a) **Using classroom English during the teaching and learning process**

During the actions, the researcher acted as the teacher in the class. The researcher planned to use classroom English during the teaching and learning process in order to make them more familiar with English words and they could increase their opportunities to speak English in the class since the researcher and the students communicate in English. The researcher used classroom English in several functions such as to greet the students in the beginning of the lesson, to elicit the materials that would be learnt, to explain the materials, to give the instruction of the tasks or activities, to give feedback, and also to end the lesson. Based on the interviews before the action, the students said that they did not understand the teacher's explanation when she spoke English all the time. Therefore, during this cycle, the researcher planned to use some Indonesian translations in some difficult aspects such as in giving the instructions, so that they could understand.

**b) Implementing information gap activities through jigsaw tasks**

The information gap activities were used to increase the students' speaking skills in the case of the ability to negotiate the meaning and make them active in the teaching and learning process. The information gap activities were given in the form of jigsaw tasks to make the students more actively engaged in the English teaching and learning process and to give them opportunities to practice their English in the class. These activities involved the students to work in groups and in pairs. Because the material being learnt was recount text, the researcher used jigsaw tasks as one of the information gap activities that suit to the material. Through these activities, the students' speaking competence could be built because in these activities they had to communicate with others to find out the information they needed. The researcher had planned some different information gap activities in the form of jigsaw tasks by using pictures, blank paragraphs and the combination between picture and blank paragraph.

**c) Asking the students to retell the stories in front of the class**

The students were asked to retell the stories in front of the class to make them confident in speaking in front of their friends. So far the students had less opportunity to speak in front of the class. By asking the students to retell the stories in front of the class individually, they were hoped not to be shy. Moreover, it was aimed at giving them understanding that retelling a text was different from reading a written text aloud.

#### **d) Giving feedback on the students' pronunciation**

Based on the observations and interviews with the students, the English teacher seldom gave feedback on the students' work, especially on the students' pronunciation. Those made the students always make the same mistakes for many times. Then, the researcher planned to give feedback on the students' pronunciation after they performed their work so that they would not make the same mistakes next time.

#### **2) Actions and Observations of Cycle I**

The actions were carried out four times, on Wednesday, November 10, Saturday, November 13, Wednesday, November 17, and Saturday, November 20, 2010. The actions were focused on implementing information gap activities through jigsaw tasks which required the students to work in small groups and in pairs. In this cycle, while the researcher implemented the action, the collaborator took notes on the back of the class to observe the teaching and learning process. The data during Cycle I was collected through classroom observations and interviews.

##### **(a). Using classroom English during the teaching and learning process**

The classroom English was used in every meeting to make the students more familiar with the English words. The classroom English was used in some ways, such as in opening the lesson, greeting the students, eliciting the materials that would be learnt, explaining the materials, giving the instructions, giving the feedback, and closing the lesson. As planned before, the researcher sometimes used Indonesian translation in some difficult aspects, such as in explaining the

materials and in giving the instructions. Generally, during Cycle I the use of classroom English was effective to improve the students' confidence to speak English since there was always two-way communication between the researcher as the teacher and the students though sometimes the researcher used Indonesian translation. This finding can be seen in the following quotation of the field notes.

R kemudian memberikan beberapa pertanyaan apersepsi kepada para Ss. R bertanya, *"Have you ever read a recount text?"* kemudian beberapa Ss menjawab, *"yes"*, setelah itu, R bertanya lagi, *"What was it?"*, hanya ada beberapa Ss yang menjawab pertanyaan R, dia menjawab *my experience, My mother's shopping list, so on.* Ss yang lainnya hanya terdiam dan kemudian R bertanya lagi, dengan suara yang lebih keras, *"Have you ever retold a recount text?"* Apa kalian pernah menceritakan kembali sebuah teks recount? Kemudian para Ss menjawab *"Yes, pernah."*

.....  
Setelah semua Ss paham tentang spoken recount text, R menyuruh Ss untuk membentuk sembilan kelompok yang masing-masing kelompok terdiri dari 4 orang. *"Ok. now, make 9 groups and every group consists of 4 students. Here, I have 6 jumbled paragraphs which tell a story. Then, I'll take 1 paragraph and the rests are for you. Every group will get different jumbled paragraph. What you have to do is discuss the story of your group's paragraph and after that you have to ask the next stories from other groups to get the complete story. After you finished discussing the story in your group, I'll take back the picture. So you can't see the others' jumbled paragraph. Understand class?"* karena beberapa Ss masih kurang jelas dengan instruksi yang diberikan, kemudian R mengulanginya dalam bahasa Indonesia dan semua siswa paham dan memulai berdiskusi.

(Field note 3, November 10, 2010: see appendix B)

From the quotation, it can be seen that the use of classroom English during the teaching and learning process by using Indonesian translations in some difficult aspects such as in giving the instructions can make the students understand about what they should do. In addition, using classroom English

during the teaching and learning process can build their sense about the material that will be learned easily

**(b) Implementing information gap activities through jigsaw tasks**

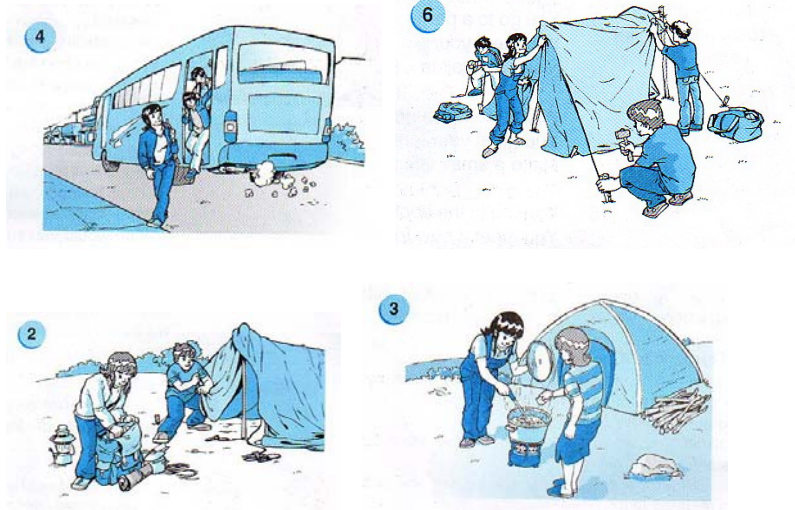
The implementation of information gap activities in Cycle I was conducted in four meetings. The genre was recount text and the topic was *Someone Experience*. The information gap activities were implemented during the teaching and learning process through jigsaw tasks. In this cycle, the jigsaw tasks were used only as tools to initiate the students to communicate in English during the teaching and learning process. Besides, the jigsaw tasks employed the principle of information gap activities, so that they were implemented in this action. The description of this action for each meeting is presented below.

**1. 1st Meeting**

The first meeting was implemented on Wednesday, November 10, 2010. The information gap activities implemented in the first meeting were looking for information from others to arrange the information of a recount text. As mentioned before, the information gap activities during the first cycle were implemented through jigsaw tasks. The implementation of these activities was aimed at building the students' speaking skills by communicating to each other to find the needed information. The approach that was used during the teaching and learning process was a genre-based approach. For the first phase of the teaching and learning process which was building knowledge of the field section, the students were given information related to the text, such as the generic structures of recount text. Then, in the modeling of the text phase, the students were given

an example of the spoken recount text. After giving the model of the text, they were asked about the difference between written and spoken recount text.

Meanwhile, the information gap activities were employed in the joint construction of the text phase. To do the activities, the students were divided into 9 groups in which each group consisted of 4 students. The researcher began the activities by giving each group a picture of a recount story. There were 6 pictures that constructed a recount story. The researcher took the picture 1 and the rests were for the students. She told the story for the picture 1 to make the students understand the orientation of the story. Then, the students were asked to discuss the story of their own group's picture. After they finished discussing their pictures, the teacher took the pictures. Then, the students in each group had to ask the other groups' information about the story of the pictures until the complete story was achieved. The pictures of the recount story which was used in the information gap activities could be seen in Figure 3.



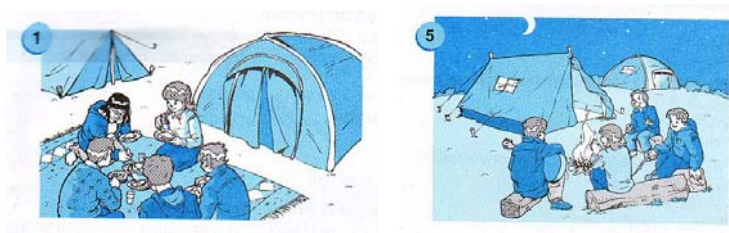


Figure 3. The example of the pictures that were used in the information gap activities

From this activity, most of the students could get the meaning of the story. They could find the flow of the story by discussing with their friends in their groups. At first, they were confused with the story because they did not see the whole pictures and each group had different interpretation of their own picture. However, after they discussed again with their groups, they understood what the story was. From the observation, it can be inferred that some students were asking again about the instruction and the story of the picture 1 that the teacher took (Field note 3, November 10, 2010). When the students did the information gap activities, the researcher found out that some students did not do the activities. They only sat down on their chairs and waiting for their friends. It can be seen in the evidence below.

.... When the students sharing and asking the information about their own pictures to the other students, not all students were actively engaged in the activities. There were some students who still sat on their chairs. They said that there was another student who had asked the other groups' information. Then the researcher asked them to go around the class to ask the other groups' information so that the story could be completed soon.

(Field note 3, November 10, 2010: see Appendix B)

## 2. 2nd Meeting

This meeting was carried out on Saturday, November 13, 2010. The information gap activity in this meeting was still about the recount text and the topic was *Someone's Experience*. In this activity, there was a recount text entitle *Diving in Bunaken Island*. In order to finish the activity, the students were asked to work in group of four students. Then, every student in a group got the same story with the different blank paragraph. The use of blank paragraphs was aimed at facilitating the information gap activity by having the students communicate with others to complete the whole story. In order to make all students actively engaged in the activity, each student got the different blank paragraph. The first student got the blank in the first paragraph, the second student got the blank in the second paragraph, and the third student got the blank in the third or last paragraph. Therefore, they had to ask the others in their group to complete the story. To make the information gap activities happened, they were not allowed to copy the writing of the blank paragraph from their friends, to complete this task, they had to listen to their friend's story first, and then they wrote the story in the blank paragraph using their own words and based on their understanding.

When the students were practicing the task, the researcher monitored them by approaching their tables group by group to see whether they understood the task and did the instruction or not. All of the students were actively engaged in the activity because each of them got responsibility to complete their own text. However, there were two students who copied from their friends' story and then



the researcher asked them to erase the writing and listened to their friends' story.

This finding can be seen in the following quotation of the field notes.

.... All of the students were active in completing the tasks. This was because they got different responsibility to complete the story. However, when the researcher monitoring the activities, there were two students who wrote the blank paragraph same as their friends' in their group, then the researcher asked them to write the blank paragraph with their own words and they did it.

(Field note 4, November 13, 2010: see Appendix B)

### 3. 3rd Meeting

This meeting was carried out on Wednesday, November 17, 2010. The information gap activity in this meeting was completing a recount text. The topic was still *Someone's Experience*. There was a recount text. The students were asked to work in pairs. Then, each pair got a recount text with no title. The information gap activity was created by making the text incomplete. Each pair got the same text, but the text was incomplete. The incomplete part of the text was replaced by a clue which told the story that was missed. Therefore, they had to talk to their pair to find the missing information that was missed and they could use the clue to help them understand what their pair talked about by looking at the clue. So, the clue could help them in understanding the missing paragraph. After they got the whole information, they had to discuss the suitable title for the story with their partners.

When the students were practicing the activity, the researcher monitored them. She came to the students' chairs, to know whether they did the activity well or not. Besides, it also to know whether they understood the story they got or not.

The researcher found that most of the students understood the activity and all of them actively participated in their own groups. This could be inferred from the following extract.

.... Then, the researcher gave several minutes for the students to finish the activity. In the activity, all of the students had actively participated in their own groups and they had understood the instructions of this activity in which they had retold the story with their own words.

(Field note 5, November 17, 2010: see Appendix B)

#### 4. 4th Meeting

The fourth meeting was conducted on Saturday, November 20, 2010. In this meeting the information gap activity was continuing the previous one. It was still use a recount text. Here, the researcher came to the students' chairs to check their understanding of their recount text. She asked the students about the main idea of the story. Besides, she also asked the students to choose the suitable title for the story. She found that some students did not understand the main idea of the story. So, the researcher asked them to discuss it again. However, they still did not understand, so that the researcher gave some questions again for them to direct them to the main idea of the story. The finding can be strengthened by the students' responses in the quotation of the interview transcript below.

The researcher asked the students (I and J):

R: Sudah selesai? (*"Have you finished?"*)

I : Sudah miss! (*"Yes miss!"*)

R: Bagus, sekarang coba ceritakan kembali cerita itu? (*"Good, now please retell the story."*) Cerita itu bercerita tentang apa? (*"What is the story talking about?"*)

I : Em..., experience nya penulis miss. (*"Em..., about the writer's experience, miss"*).

R: Okey, lalu apa yang terjadi dengan si penulis? (*"Then, what happened with the Writer on the text?"*).

I : Diving in Bunaken Island, miss. (*"Diving in Bunaken Island, miss"*).

- R: Okey Good!, lalu kapan penulis itu melakukan diving di Pulau Bunaken?  
 (“*Okey Good, then when did the writer dive in Bunaken Island?*”)
- I : Tahun lalu, miss! (“*Last year, miss*”)
- R: Bagus! Sekarang coba lihat akhir cerita itu, apa yang terjadi dengan si penulis, Ilham? (“*Excellent! Now, look at the end of the story, what happened with the writer, Ilham?*”).
- I : Em....ga tau miss. (“*Em .... I don’t know, miss*”).
- R: Bagaimana pendapatmu, Juni? (“*What about you, Juni?*”). Tahukah kamu apa yang dirasakan dengan penulis? (“*Do you know what the writer felt?*”).
- J : Nggak miss! (“*No miss*”!).
- R: Okey, coba sekarang lihat paragraph terakhir dalam cerita itu, si penulis kenapa, Jun? (“*Okey, Now, try to look at the last paragraph of the text, what happened with the writer, Jun? Em....., Apa arti dari kata enjoyable? (“What does the word enjoyable mean?”).*”).
- J : “Menyenangkan bukan miss?”
- R: Benar sekali, lalu setelah itu? (“*Yes, right, so?*”).
- J : Ga tau miss..... (“*I don’t know, miss.....*”)
- R: Penulis merasa senang karna Pulau Bunaken sangat mengesankan.  
 (“*The writer fell happy because the place was so impressive*”), Sekarang sudah paham belum? (“*Now, have you got the point?*”)
- J : Paham miss...(“*Yes, miss....*”).

(Field note 6, November 20, 2010: see Appendix B)

### ( c ) Asking the students to retell the stories in front of the class

In Cycle I, the students were always asked to retell the recount stories in front of the class. It was aiming at improving the students’ speaking skills. Besides, it was to make them confident in speaking in front of their friends. So far, the students had less opportunity to speak in front of the class. By asking the students to retell the stories in front of the class individually, they were hoped not to be shy. Moreover, it was aimed at giving them understanding that retelling a text was different from reading a written text aloud. The description of this action for each meeting is presented as follows.

## 1. 1st Meeting

In the first meeting, before asking the students to retell the students, the researcher asked them about the difference between retelling a text and reading a written text aloud. However, they did not know the difference. The researcher then told the students about the difference between them. The finding of this meeting could be seen in the extract below.

.... The researcher asked the students “Can you mention the differences between reading a recount text aloud and retelling a recount text?” However, they just kept silent and they looked confused. Then, the researcher asked again in Indonesian, but they still did not know. After that the researcher explained about the difference between reading a recount text aloud and retelling a recount text by showing the example of the text that had been distributed. The students then understood it.

(Field note 3, November 10, 2010: see Appendix B)

Meanwhile, the action for retelling the story could not be implemented because of the limited time. Due to Merapi eruption, the English teaching and learning process was ended up for 70 minutes. In that time, the students had not finished the task. Therefore, the students retold the story in the next meeting. Its evidence can be seen in the quotation of the field note below.

.... At 12.50 p.m. the teaching and learning process had to be ended up, but there were some groups that had not finished constructing the whole story, so that the researcher asked them to finish it at home and told them that they had to be ready for retelling the story in the next meeting, on Saturday.

(Field note 3, November 10, 2010: see Appendix B)

## 2. 2nd Meeting

In the second meeting, the students had to retell the recount text of their own experience with their own words. Then, some of them had to come in front of

the class to retell the story. Due to the limited time, there were only ten students who retold the story in front of the class. When they were retelling the story, the researcher took note on their speaking performance. It was found out that they reluctant to be shy and their speaking skills were still low. They still made some mistakes such as the use of present tense and their vocabulary was still limited. Most of them also mispronounced some words, such as “experience, finally, summary, and feel”. They pronounce the words “ekperien, finali, summary, and fel”. This finding can be seen in the following quotation of the field notes.

.... Most of the students who retold their own story made many mistakes, especially on the pronunciation and grammar. They used present tense instead of past tense when retelling the story. Most of them mispronounced some words, such as experience, finally, summary, and feel. They pronounce the words “/ekperien/, /finali/, /summary/, and /fel/” Besides, the students did not retell the story fluently and their vocabulary was still limited.

(Field note 4, November 13, 2010: see Appendix B)

### 3. 3rd Meeting

In the third meeting, the students were asked to perform their work of recount text entitled ‘My experience’. After they finished doing the task, they had to retell the story in front of the class. There were five students coming in front of the class, If, Ns, Fd, In, and Ad. The researcher limited the number of the performer because of the limited time. Then, for those performers, the researcher found that their speaking skills had already improved since they spoke fluently and accurately. Besides, they used some new vocabulary. However, their pronunciation was still poor. There still made some mistakes in their pronunciation. The researcher and the collaborator noted on some

mispronunciation of the words such as accompany, asked, and brought. They pronounce the words by said “/akompani/, /asket/, and /brad/”. Then the researcher gave the correct pronunciation of those words. This finding can be seen in the following quotation of the field notes.

.... Then, a student, If, came in front of the class to retell the story. She retold the story without looking at the paper all the time. Then, other students came to retell the story, Ns, Fd, In, and Ad. They spoke fluently and accurately. Their pronunciation was low. They mispronounced some words such accompany, asked, and brought. They pronounce the words by said “/akompani/, /asket/, and /brad/”.

(Field note 5, November 17, 2010)

#### 4. 4th Meeting

In the fourth meeting, the students had to retell the story they had written with their own words. Besides, they were not allowed to bring any paper so that they had to retell the story based on their understanding. It was aimed at knowing, whether their speaking skills had improved or not. However, due to the limited time, there were only five students retelling the story. They were Fd, Ts, Yl, Ir, and In. From those students, the researcher and the collaborator found that their speaking skills were improve. However, they still made little mispronunciation. The mispronunciation occurred in the words such as parents, family, and came. They pronounce the words by said “/parens/, /family/, and /kame/”. It was inferred from the following extract:

.... From those five students, the researcher found that their speaking skills were good enough. They retold the story fluently and confidently. Besides, they only made little mispronunciation in some words such as parents, family, and came. They pronounce the words by said “/parens/, /family/, and /kame/”

(Field note 6, November 20, 2010: see Appendix B)

**( d ) Giving feedback on the students' pronunciation**

When the students were retelling the story in front of the class, some of them pronounced some words incorrectly. It was occurred until the last meeting of the first cycle. For the first and second meetings, the students made mispronunciation in the words: accompany, asked, and brought (Field note 4, November 13, 2010). They pronounce the words by said “/akompani/, /asket/, and /brad/”. For the third meeting, the mispronunciations were occurred in the words: experience, finally, summary, and feel (Field note 4, November 13, 2010). They pronounce the words “/ekperien/, /finali/, /summary/, and /fel/. Then, for the last meeting, the students mispronounce the words: parents, family, and came (Field note 6, November 20, 2010). They pronounce the words by said “/parens/, /family/, and /kame/”

The researcher always corrected the students' pronunciation in every meeting by giving feedback after they retold the recount text in front of the class. Correcting the students' speaking mistakes is important. The researcher views that by correcting the students' pronunciation, it was expected that the students not to make the same mistakes next time. Moreover, when the researcher was giving the model of correct pronunciation of some words, some students were very enthusiastic to know the correct pronunciation of the words. Even, some of them asked the researcher about the pronunciation of other words. It could be seen from the following extract.

.... When the researcher told the students correct pronunciation of those words, the students were very enthusiastic to imitate what the researcher said. Moreover, there was a student who asked about the correct pronunciation of some similar words, which were hat and head. Then, the researcher gave the pronunciation of those two similar words.

(Field note 4, November 13, 2010)

### 3) Summary of Cycle I

The implementation of the actions in Cycle I could be summarized into four categories. The first category is related to the classroom English that was implemented during the teaching and learning process. It can be summarized that by using some Indonesian translation in explaining some difficult aspects, such as in the materials and the instructions. The inclusion of Indonesian translation in Cycle I was based on the interviews which were done before the action. It served to help the students who got difficulty in understanding the explanation when the teacher spoke English all the time.

The second category is related to the implementation of information gap activities through jigsaw tasks. The activities were implemented during four meetings by dividing the students into group and pair work. The implementation of those activities was aimed at building the students' speaking skills by communicating to each other to find the needed information.

The third category is related to the students' performances. In this session the students were asked to retell the stories in front of the class. It was aimed at improving the students' speaking skills so that it can make them confident in speaking in front of their friends. However, most of them were still reluctant and shy to retell the texts voluntarily.



The last category is related to the students' pronunciation feedback. In this session the researcher always gave feedback on the students' pronunciation after they retold the texts. The students were very enthusiastic to know the correct pronunciation of some words. It was expected that the students not to make the same mistakes next time.

In detail, the implementation of the actions in Cycle I could be seen in Table 8.

**Table 8. Summary of the action implemented in Cycle I**

<b>Components</b>	<b>Descriptions</b>
Classroom English	Classroom English was implemented in the several functions, such as in opening the lesson and greeting the students, eliciting the materials that would be learnt, explaining the materials, giving the instructions, giving the feedback, and closing the lesson. Here, the researcher who acted as the teacher used Indonesian translation to facilitate the students who got difficulty in understanding the explanation when the teacher spoke English all the time.
Jigsaw task	The jigsaw tasks were implemented in four meetings during Cycle I as tools to facilitate information gap activities. The tasks were implemented in group work and pair work. The implementation of those activities was aimed at building the students' speaking skills by communicating to each other to find the needed information.
Group work	Group work was implemented in the first and second meetings. When the students were working in their groups, some of them did not actively participated in their groups.
Pair work	Pair work was implemented in the third and fourth meetings. Most of the students were actively participated in their pairs, though there were some groups of the students who worked together.
Retelling the texts	The researcher always asked the students to retell the texts in front of the class in every meeting. However, most of the students were still reluctant and shy to retell the texts voluntarily.
Feedback	The researcher always gave feedback on the students' pronunciation in every meeting. The students were very enthusiastic to know the correct pronunciation of some words. It was expected to the students not to make the same mistakes next time.

#### 4) **Reflection of Cycle I**

After implementing the action, the researcher and the collaborator reflected on the action that had been done in order to evaluate the action. The discussion was done based on the observations in the teaching and learning process, the students' and the collaborator's opinions. Those opinions were recorded by the researcher. As mentioned in Chapter III, they were needed to fulfill the democratic and dialogic validity. Here, everybody had an equal opportunity to express their ideas, opinions, and feelings to the action. Followings were the results of the reflection of the actions that had been implemented in the first cycle.

##### **(1) Using classroom English during the teaching and learning process**

The implementation of the classroom English was successful in improving the students' speaking skills and making them more familiar with the English words. Moreover, it could increase the students' opportunities to speak English in the class during the teaching and learning process. It was because when the researcher gave some questions in English, the students answered them in English, too. It was in line with the statement that certain aspects of teacher talk, such as the way he/she asks questions, can influence the way students use the language. This finding could be seen from the field notes below.

.... When the researcher asked the students, 'Can you mention some characteristics of a recount text? Then, most of the students said enthusiastically, "past tense", and when the researcher asked again, "how about the generic structure? And they answered it by saying "orientation, sequence of events, and re-orientation."

(Field note 3, November 10, 2010)

.... The researcher continued to discuss the second recount text, "*Diving in Bunaken Island*". Then, the researcher asked the same question, "What is the story mainly talked about?", some students in the front rows said, "the writer's experience", then the researcher asked again, "what happened with the writer?", then they said enthusiastically "The writer saw group of tiny fish."

(Field Note 5, November 17, 2010)

In this first cycle, the researcher used some Indonesian translation in explaining the materials and giving instructions in order to make the students understand. This reflection could be inferred from the extracts below:

.... Then, the researcher asked a question to the students, "Have you ever read a recount text?" and some of them said, "yes". After that, the researcher asked again, "What was it about?", and only two students answered it, they said my experience, my mother's shopping list and so on. The other students only kept silent and then the researcher asked other question loudly, "Have you ever retold a recount text? And they all kept silent. Then, the researcher asked the same question in Indonesian, "Apa kalian pernah menceritakan kembali sebuah teks recount?" and most of the students said "pernah".

(Field note 3, November 10, 2010)

.... Then, the researcher greeted the students, "how are you getting on?", and all of them only kept silent and they looked confused. The researcher asked them in more common greeting, "How are you today?" and all of the students said, "I'm fine, thank you".

(Field note 4, November 13, 2010)

From those field notes, it could be concluded that the students were still not familiar with the English words. They only knew a limited expression of greeting such as "how are you today?" Meanwhile, from the students' point of view, some students, I and An stated that they little bit understood when the researcher spoke English (Interview transcripts 13, 15, & 16 November 20, 2010).

In addition, An stated that she could understand the classroom English as the researcher always translated it. It could be inferred from the following extract:

....

R: *Em gitu ya, lalu selama ini adek paham nggak, kalo saya menerangkan pake bahasa Inggris?* (So far, did you understand when I explained the materials in English?)

An: *Ya awalnya sih rada-rada nggak ngerti miss, tapi karna sering dengar jadi lumayan dong,habis pake inggris kan sama Miss di tejemahin kalo kita ga ngerti. Hehe..* (At first, I did not understand when you explained the materials in English, but then I could understand the explanation because you always translated it. Laughing.)

(Interview transcript 8, November 13, 2010: see Appendix B)

On the other hand, the collaborator's opinion on the implementation of classroom English during the first cycle could be seen in the extract below.

....

R: *Ibu, saya mau tanya, bagaimana pendapat ibu mengenai penggunaan classroom English selama aktivitas information Gap?*(Excuse me, what do you think about the implementation of classroom English during information Gap activities so far bu?)

C: *Ya lumayan efektif sih, walaupun ada beberapa siswa yang cuma diam aja ketika guru bicara dalam bahasa Inggris. Sepertinya mereka juga belum familiar dengan beberapa vocabulary dalam classroom English yang guru gunakan, seperti greeting waktu itu.* (Yea, I think it's effective enough, though there were some students who just only kept silent when you spoke English. I think they were not familiar with vocabulary that you used in classroom English, such as greeting that you used in that time.)

(Interview transcript 15, November 17, 2010: see Appendix C)

## **(2) Implementing information gap activities through jigsaw tasks**

The implementation of information gap activities through jigsaw tasks was generally successful in improving the students' speaking skills and involvement.

Most of them were actively engaged in the activities. The reflection of the implementation of the information gap activities for each meeting is presented as follows.

**a. 1st meeting**

For the first meeting, the information gap activity was not successful enough in improving the students' involvement and speaking skills, because there were some students who did not do the activity. Some students, who worked in group of four, only sat on their chairs waiting for their friends. It could be seen from Field note 3 (November 10, 2010) that "there were some students who still sat on their chairs when the others were doing the information gap activity. They said that there was another student who had asked the other groups' information." Meanwhile, most of the students did not understand the researcher's instruction for the activity. It could be inferred from Field note 3 (November 10, 2010), "when the researcher asked the students to discuss their own jumbled paragraph, some students were still confused and they asked the researcher to repeat the instruction and the jumbled paragraph." It also could be seen in Interview transcript 9 (November 13, 2010: see Appendix C).

Furthermore, the collaborator also stated that the information gap activity in the first meeting was effective enough but there were only some students who actively engaged in the questions and answers activity. It could be concluded from the following extract:

....

R: *Bagaimana menurut Ibu tentang action yang saya lakukan tadi?* (What do you think about the action I had done today?)

C: *Menurut saya action yang mbak tadi lakukan sudah cukup efektif tetapi hanya beberapa siswa saja yang aktif, terutama yang di depan, mereka aktif menjawab pertanyaan-pertanyaan dari mbak, yang lainnya itu kebanyakan rame.* (I think it was effective enough but there were only some students who actively answered your questions, and the rests mostly made noises).

R: *Lalu menurut Ibu aktivitas yang saya berikan tadi sesuai tidak?* (Then, what do you think, was the action suitable for the students?)

C: *Sudah sesuai, karena aktivitas yang diberikan itu membuat siswa berinteraksi dengan baik, mereka bisa bekerja sama dengan teman yang lain.* (It's suitable because the activity you had given to the students made them interact to each other well).

(Interview transcript 12, November 20, 2010: see Appendix C)

#### b. 2nd meeting

For the second meeting, the information gap activity was successful in improving the students' involvement and speaking skills. In this meeting, all students were actively engaged in the activity. It was because they all worked in group of three, so that each of them had different responsibility. They did what the researcher asked. It could be seen from Field note 4 (November 13, 2010) below:

.... After the students understood the instructions for the activity, then they began to work in their groups. All of them participated actively in the activity. It was because they had different responsibility to the completeness of the story.

Field note 4 (November 13, 2010)

This finding was in line with the statement that students are active in the classroom which involves interactive learning, negotiation, information gathering, and the co-construction of meaning. Moreover, Brown (2001) states that group work helps to solve the problem of classes that are too large and to offer many opportunities for students to speak.

Meanwhile, the collaborator said that the activity in this second meeting was successful in improving the students' involvement. 'Today's activity was better than yesterday. All students had actively participated and they got the different responsibility and that was fair' (Interview transcript 7, November 17, 2010). It was also in line with Brown's (2001) statement that when the group members know their task and roles in the group, they will be more engaged in the task. The students also said that they were more active in the teaching and learning process. It could be inferred from Interview transcript 6 (November 17, 2010), Ir, Mt, and Lt said, 'Yes, more active'. Moreover, Fd, Ih, and Bs also liked the activity and regarded that the activity was enjoyable (Interview transcripts 9, 10, and 11, November 20, 2010).

**c. 3rd and 4th meetings**

The activity in the third and fourth meetings was the same. In the fourth meeting, the researcher only continued the activity in the third meeting. The activity in these meetings was successful in improving the students' speaking skills and their involvement in the teaching and learning process. The collaborator said that the students were more active in the activity because the task was in pairs (Interview transcript 12, November 17, 2010).

Furthermore, some students liked the activity more than the previous ones. An said that he liked the third and fourth meetings activity since the activity was done in pairs, he and his friend could communicate better (Interview transcript 14, November 20, 2010). Meanwhile, Fri said that he liked the third and fourth meetings activity more than the previous ones because he thought that the activity

was not too complicated and he could communicate better to his friend as he worked in pair (Interview transcript 16, November 20, 2010). This is in agreement with Harmer (2001) who claims that such information gap activity is highly motivating since there is a real purpose for communication taking place.

### **(3) Asking the students to retell the stories in front of the class**

In every meeting, the students were always asked to retell the stories they had got in front of the class. As mentioned before, it was aimed at improving their confidence in speaking in front of the class. Besides, it was to improve the students' speaking skills since by retelling the recount stories. The researcher had given opportunities for them to practice their English in the class.

Based on the observations and interviews with the students and the collaborator, the reflection of the action could be summarized that most of the students were still shy and reluctant to retell the stories in front the class. For instance, in the second meeting, there was no student who wanted to come in front of the class to retell the story when the researcher asked any volunteers of them (Field note 4, November 13, 2010). In every meeting, the researcher had to point out on some students to retell the recount texts. Besides, while a student was retelling a recount text in front of the class, the other students sitting in the back rows were making noises. It was supported by the collaborator's opinion that 'when the student retelling the story, there were just some of them who listen to him/her and the students sitting in the back made noises' (Interview transcript 5, November 10, 2010). The researcher had to warn them to listen to their friends for many times.



For the second meeting, the students retold the story by reading the written one. The researcher allowed them to read the written text they had made when they were retelling the story in the second meeting since she wanted to improve their speaking skills step by step. In the second meeting, the students retold the story fluently, but there were still some grammatical and pronunciation mistakes. Some of them used present tense to retell the story and they made mispronunciation in some words, such as accompany, asked, and came (Field note 4, November 13, 2010). In the third meeting, they retold the story by looking at the text, but they were not allowed to read it all the time. In that time, their speaking skills had improved from the grammar, vocabulary, and fluency aspects. However, they still made some mispronunciations (Field note 5, November 17, 2010). On the other hand, in the fourth meeting, she did not allow the students to read the text and they had to spoke using their own words. Based on the observation, they retold the story so much better than the previous meetings. They retold the story fluently and they made little mispronunciation (Field note 6, November 20, 2010). The collaborator also stated that in the fourth meeting, the students could retell the story fluently enough though they did not bring any text and they made little mispronunciation (Interview transcript November 20, 2010).

#### **(4) Giving feedback on the students' pronunciation**

The researcher always gave feedback on the students' pronunciation after they retold the story so that they did not make the same mistakes. In giving the feedback on the students' pronunciation, the researcher did not point out on a student's single mistake so that it did not make her/him shy. On the other hand,

the students were very enthusiastic when the researcher told them about the right pronunciation of some words. It could be seen from one of the field notes below.

.... After the students retold the story, the researcher gave some feedback on their pronunciation and discussed the main ideas of the stories and all of them were very enthusiastic to imitate what the researcher said.

(Field note 6, November 20, 2010)

That finding was in line with Harmer's (2001) statement that when the teacher gives sympathetic and useful feedback on the students' speaking, they will get tremendous satisfaction on it and then they will be motivated to do the task. Moreover, most of the students said that their speaking skills had improved since they knew the correct pronunciation of some words. Av said, '.... the activities were enjoyable and I know the correct pronunciation of some words' (Interview transcript 9, November 13, 2010). In addition, Af also said, '.... my speaking skills have improved and I knew the pronunciation of the words' (Interview transcript 14, November 17, 2010). I and J also stated that their pronunciation improved as the researcher always gave feedback (Interview transcript 13 & 15, November 17, 2010). Even, one of the students asked about the other pronunciation of two similar words, such as hat and head. They pronounce the words by said "/hat/ and /had/". The field note for this reflection can be seen below.

.... When the researcher gave the correct pronunciation of those words, the students were very enthusiastic to imitate what the researcher said. Moreover, there was a student who asked about the correct pronunciation of two similar words, which were hat and head. They pronounce the words by said “/hat/ and /had/”. Then, the researcher gave the pronunciation of those three similar words.

(Field note 4, November 13, 2010)

### **5) Summary of reflection of the action implementation in Cycle I**

The information gap activities during Cycle I were implemented through jigsaw tasks which required the students to work in groups and in pairs. Besides implementing information gap activities to improve the students’ speaking skills, the researcher used some accompanying actions such as using classroom English, asking the students to retell the stories in front of the class, and giving feedback on the students’ pronunciation. In summary, the reflection of the implementation of those actions could be seen in Table 4.

### **6) Planning for Cycle II**

Based on the findings of Cycle I, the researcher and collaborator planned some efforts as treatments to solve the problems that were still found in the implementation of the actions. In order to solve those problems, the researcher and collaborator would still use the similar activities to those in Cycle I, such as asking the students to work in group and pair, and giving feedback. However, the implementation of classroom English by Indonesian translation was revised by using the paraphrase and synonym of the English words. Besides, there were some new actions such as implementing information gap activities through jigsaw, role plays, and search games, and asking the students to perform their work in front of the class which were added in this cycle. In addition, the researcher and

collaborator also focused the efforts on giving rewards and making a learning contract. The efforts were described as follows:

**(1) Using classroom English during the teaching and learning process**

As the implementation of classroom English in Cycle I was successful to increase the students' opportunities to speak English, the researcher decided to use it in Cycle II. However, different from the previous cycle, in this cycle the researcher used some paraphrase or synonym of the English words to make the students understand them so that they did not depend on the Indonesian translation. The use of classroom English in this cycle was still the same as that in Cycle I. The researcher planned to use classroom English in several functions, such as to open the lesson, to elicit the materials that would be learnt, to explain the materials, to give the instructions of the activities, and to end the lesson.

**(2) Implementing information gap through various activities**

In this cycle, the researcher planned to implement the information gap through various activities, such as role plays and search games, in addition to the jigsaw tasks. It was because the materials in this cycle were descriptive text and language function of inviting. By implementing various information gap activities, the students were hoped not to be bored of the activities so that in the end of the cycle, their speaking skills could be improved. These activities involved the students to work in groups and in pairs.

**(3) Asking the students to perform their work in front of the class**

The researcher kept planning to ask the students to perform their work in front of the class in each meeting in order to make them more confident in

speaking in front of their friends and to improve their speaking skills. In this cycle, the researcher planned to ask the students not only to retell the text, but also to act out the dialog.

#### **(4) Giving rewards**

The researcher planned to give rewards in the form of points for the students who wanted to perform their work in front of the class voluntarily. This action was planned based on the findings in the previous cycle revealing that the students were still shy and reluctant to perform their work in front the class voluntarily. Therefore, by giving rewards, the researcher hoped that the students would be more enthusiastic to come in front of the class performing their work.

#### **(5) Making a learning contract**

In Cycle I, the researcher found that the students sitting in the back were noisy when there was a student performing in front of the class and when the researcher was explaining the materials. Therefore, in this cycle, the researcher planned to make a learning contract that could control the students' behaviors during the teaching and learning process so that the objectives of the teaching and learning process could be achieved.

#### **(6) Giving feedback on the students' pronunciation**

As found in Cycle I, though the students' pronunciation was still poor, they were very enthusiastic to know the correct pronunciation of some words. Then, the researcher planned to keep giving feedback on the students' pronunciation to improve their speaking skills so that they did not make the same mistakes in the next activities.

Table 9. **Result of the reflection of Cycle I**

<b>Components</b>	<b>Result in the Reflection</b>	<b>Conclusion of the Action</b>	<b>Recommendation for Cycle II</b>
Classroom English	Classroom English was successful in improving the students' speaking skills and make them more familiar with the English words.	The classroom English would be sustained to be used in Cycle II with improvement.	There should be no Indonesian translation, but the researcher should use some paraphrases or synonyms that could make the students understand the classroom English easier.
Jigsaw tasks	The implementation of information gap activities through jigsaw tasks was generally successful in improving the students' speaking skills and involvement. Most of them had actively engaged in the activities.	The jigsaw tasks would be sustained to be used in Cycle II with accompanying tasks/activities.	In order to make the students' vocabulary and grammar mastery more developed, there is a need to give them a non-restricted grammar and vocabulary use, like in a recount text. The students can be taught a language function. Thus, because the materials were descriptive and language function of inviting, there should be not only jigsaw tasks, but also role plays and search games.
Group work	The implementation of group work in Cycle I was successful in improving the students' involvement in the teaching and learning process. However, there were some students who did not actively	The implementation of group work would be sustained to be used in Cycle II with improvement.	The researcher had to give every student a different responsibility to complete the task, so that the students would be actively participated in their

<i>(Continued)</i>	participated in their groups.		groups.
Pair work	The implementation of group work in Cycle I was successful in improving the students' involvement in the teaching and learning process. Most of them were actively participated in their pairs.	The implementation of pair work would be sustained to be used in Cycle II.	-
Retelling the story	The implementation of asking the students to retell the stories in front of the class were not successful enough in improving the students' confidence in speaking in front of their friends because most of them were reluctant and shy to retell the stories voluntarily. Besides, some of the students were noisy when the others were retelling the texts.	The implementation of asking the students to retell the stories in front of the class would be sustained to be used in Cycle II with some accompanying activities and actions.	Because the students were still reluctant and shy to retell the texts voluntarily, the researcher should give/provide rewards for them who wanted to perform their work in front of the class voluntarily. In addition, because the materials for Cycle II were descriptive and language functions, the students should be asked to retell the texts and act out the dialogs. Meanwhile, to control the students' behavior during the teaching and learning process, there was a need to make a learning contract.
Feedback	The implementation of the researcher's feedback on the students' pronunciation was effective in	The implementation of feedback would be sustained to be used in Cycle II.	-

(Continued)	improving the students' speaking skills and they were very enthusiastic to know the correct pronunciation of some English words.		
-------------	--	--	--

The comparison of the actions between Cycle I and Cycle II could be seen in Table 10.

Table 10. **The comparison of the actions in Cycle I and Cycle II**

Cycle I	Cycle II
Using classroom English by some Indonesian translation	Using classroom English by some paraphrases and synonyms
Implementing information gap activities through jigsaw tasks	Implementing information gap activities through jigsaw tasks, role plays, and search games
Asking the students to retell the stories in front of the class	Asking the students to perform their own descriptive text in front of the class
Giving feedback on the students' Pronunciation	Giving feedback on the students' pronunciation
-	Giving rewards to the students who wanted to perform their work in front of the class voluntarily
-	Making a learning contract

## b. Cycle II

### 1. Actions and Observations in Cycle II

Cycle II was conducted in four meetings; they were on Wednesday, November 24, Saturday, November 27, Wednesday, December 1, and December 4, 2010. In this cycle, the materials were descriptive and language function of inviting. In the first and second meetings, the researcher discussed a descriptive text. Then, in the third and fourth meetings, the researcher discussed the language function of inviting. In this cycle, while the researcher implemented the action, the



collaborator took notes in the back of the class to observe the teaching and learning process. The data during Cycle II were collected through classroom observations and interviews. Below were the actions that the researcher implemented in Cycle II:

### **1) Using classroom English during the teaching and learning process**

The classroom English in Cycle II was implemented in every meeting. It was similar to that in the previous cycle. The researcher implemented it in several functions, such as to open the lesson, to elicit the material that would be learnt, to give the instructions of the activities, and to end the lesson. As found in Cycle I, the implementation of classroom English was not successful yet in getting the students familiar with the English words, the researcher tried to emphasize more on the students' ability to respond to the researcher's questions and instructions. She tried to make the students understand the researcher's questions by paraphrasing the questions and using the synonyms of some English words. The implementation of this action could be seen in the extract below.

.... After the researcher greeted the students, she gave an eliciting question to the students by showing a picture. The question was related to the situation in which it was suitable for the topic would be learnt. The researcher asked them, "Who is in the picture?" and some of them said, "Afgan Syahreza" and others said "artist". Then she asked again, "What is the famous artist in the picture?" "Afgan Syahreza". By the way, what is Afgan Syahreza looks like?" and then the researcher asked Ans to tell the appearance of Afgan Syahreza, but she found difficulty in describing it, so that the researcher cut it and asked all of the students, "Do you know what kind of text which tell us how to describe a person?" then the students said, "descriptive" after they thought for several times.

(Field note 7, November 24, 2010: see Appendix B)

From Field note 7 above, it could be seen that the students were more familiar with the English words so that they understood the researcher's questions without translating the questions. However, sometimes the students seemed confused with the questions, so that the researcher tried to repeat the questions by paraphrasing them and they understood. This could be seen in the following extract.

.... Then the researcher asked the students, "Anyway, anyone of you has a birthday today? They looked confused so that the researcher asked again, "Is somebody celebrating birthday today?", they said "il" "oh really, il?" "no," "Class, have you ever celebrated your birthday party? "not yet", "oh poor you, but have you ever been invited by your friends to come to his/her birthday party? The student just kept silent, then the researcher repeated the question more slowly and all of them said "not yet". After that, the researcher asked again, "but do you know how to invite your friends' to come to your party, don't you? Can you do it in English?". Some of them said, "Can you come.....", "Can you join em..", "What, Nd?" Nd said, "Can you come to my birthday party? Yes that's right. What else?....

(Field note 9, November 27, 2010: see Appendix B)

## **2) Implementing information gap through various activities**

The implementation of information gap activities in Cycle II was conducted in four meetings. Different from Cycle I, the information gap in this cycle were implemented through various activities, such as jigsaw tasks, role plays, and search games. It was because the materials in this cycle were descriptive text and language functions of inviting. By implementing various information gap activities, the students were hoped not to be bored of the activities so that in the end of the cycle, their speaking skills could improve. The description of this action for each meeting is presented as follows.

### a. 1st Meeting

The first meeting in Cycle II was implemented on Wednesday, December 24, 2010. The genre for this meeting was descriptive and the topics were *Describing Person*. The information gap activities implemented in the first meeting were looking for information from others to complete the information of a descriptive. The information gap activities for the first and second meetings were implemented through jigsaw tasks. The approach that was used during the teaching and learning process was the genre-based approach. For the first phase of teaching and learning process, building knowledge of the field, the students were given information related to the text, such as the characteristics and the purpose of the text. Then, in modeling of the text phase, the students were given examples of the spoken and written descriptive. After giving the model of the text, they were asked about the differences between those texts. Most of the students knew the differences between those texts (Field note 7, November 17, 2010).

Meanwhile, the information gap activities were employed in the joint construction of the text phase. To do the activities, the students were asked to work in pairs. The researcher began the activities by giving each student a spoken and a written descriptive. The titles of those descriptive were the same, but the forms were different. For instance, student A got 'Dude Harlino' for the spoken descriptive and 'Sherina Munaf' for the written one and student B got the opposite, 'Sherina Munaf' for the spoken descriptive and 'Dude Harlino' for the written one. All of the written descriptive were incomplete. The students had to communicate with their pairs to find the missing information in the written

descriptive. They had to complete the written descriptive based on the pair's spoken one. Therefore, the students had to tell the spoken descriptive to their pair so that the incomplete descriptive could be completed and they were not allowed to copy the information from their pair's writing. When the students were doing the activities, the researcher came to the students' seats to check their understanding of the activities. She also checked whether they listened to their friends' information or not. Based on the observation, they listened to their friends' information and then wrote it in their paper and there was no student who just copied from the pair's writing (Field note 7, November 17, 2010). After they completed the written descriptive, they had to retell the spoken descriptive of their written descriptive. In this activity, they were not allowed to copy the information from their friend's writing, like in the previous activity. All of the students were able to make the spoken descriptive. This could be inferred from the extract below.

.... Then, after the students finished completing the text, the researcher asked them to make the spoken descriptive of their written descriptive. All of them could make it. Even, they could do it in about 10 minutes. There was no student who copied from their friend's writing.

(Field note 7, November 17, 2010)

#### **b. 2nd Meeting**

The second meeting was implemented on Saturday, December 27, 2010. The genre was still *descriptive and the topic was someone's appearance*. The information gap activities in this meeting were carried out through jigsaw tasks. The researcher asked the students to work in group of four. Then, the researcher

gave some pictures to the group. The picture was about a famous singer in Indonesia. The students in each group got a picture with some incomplete description and they had to discuss it with their group members. They had to look at the picture carefully because they had to find the identification and the description of the person in the picture. After they finished discussing it, the students have to choose the suitable picture related to the description mentions by the other partner. Then they had to ask other groups until they got the complete information from the picture. Finally, they had to arrange the information they got from all groups into a complete written descriptive. From this activity, most of the students had actively engaged in the discussion. They also actively asked the other groups' information. This could be inferred from Field note 8 (November 24, 2010: see Appendix B) that 'in this activity, all students had actively engaged in the discussion and each of them got different responsibility to finish the task. There was no student who just sat on their chairs waiting for their friends.'

After the students finished making the written descriptive, the researcher asked them to make the spoken descriptive of it individually. First, they had to mention the name of the person that will be described and then retold the spoken descriptive with their own words. While they were retelling the spoken descriptive, the researcher came to their chairs to monitor the activity. Most of them could retell spoken descriptive and they did the task well (Field note 8, November 24, 2010).

### c. 3rd Meeting

The third meeting was implemented on Wednesday, November 31, 2010. In this meeting, the material was language function of inviting. Different from the previous meetings, the information gap activities in this meeting were carried out through role plays and search game. In the beginning of the lesson, the researcher gave an example of a conversation which used the expressions of inviting. She asked two students to read aloud the conversation and then discussed the expressions used in the conversation. After that, she asked the secretary to write the complete expressions of those functions on the white board. Meanwhile, the first information gap was implemented through a role play. The researcher asked the students to work in pairs. She gave the students a role card each. Then, they had to communicate with their pair based on the information in their role card. They were not allowed to see each other cards. However, they were given several minutes to prepare their dialog before they perform it. This activity was aimed at building the students' skills to construct a dialog before they performed the dialog or conversation spontaneously. Most of the students could act the dialog and even some of them acted it out spontaneously without writing the script first (Field note 9, November 27, 2010: see Appendix B). When the researcher monitored the activity, she asked some of the students to perform their dialog in their seats. She found that the students' dialogs were good enough. They had used the right expressions, such as greeting and inviting someone. However, there were some students who were still confused with the use of formal and informal expressions.

Then the researcher explained it again and after that they understood. This could be inferred from the following extract.

.... The researcher came to each student's chair to check their dialog and their understanding. In fact, there were some students who were still confused with the use of formal and informal expressions of inviting. Most of them used would you come to my..., to invite their friends. Then, the researcher explained it again to them.

(Field note 9, November 27, 2010)

The second information gap activity in this meeting was carried out through a search game. The researcher used this game as the second activity in this meeting. To do this activity, the researcher gave every student a card of place. This activity involved the whole class. The students had to communicate with each other in order to find the partner to go to the place mentioned in their cards. The students accepted the invitation if the place mentioned by their friends was the same as theirs. Besides, the researcher gave them a table of report in which the students had to write their friends' names, both who accepted and refused their invitation accompanying with the reason. After the students got their partner to go to the place, they had to invite their friends. In this activity, all of the students actively participated. They all went around the class to find out their partner and they had used the expressions of inviting appropriately. This situation could be inferred from the extract below.

.... In this second activity, all of the students looked active in doing the researcher's instruction to find out the information they needed. Most of them had used the expression of inviting appropriately. For instance, some students, such as As, ri, Tm, Ft, and Es used the expression 'Can you accompany me to go to ....?' to invite their friends. All of the students used English to invite their friends.

(Field note 9, September 29, 2010)

#### d. 4th Meeting

The fourth meeting was implemented on Saturday, December 4, 2010. In this meeting, the material was still about invitation. For the first information gap activity, the researcher asked the students to work in pairs. Then, she gave a student in each pair an invitation card and another student a today's schedule card. The students with the invitation card had to invite their pair to go to the place mentioned in the card and the students who were invited should respond to it based on their schedule. They should only accept the invitation if the time given by their pair was fit for their free time in their schedule. Besides, they were not allowed to write the dialog in their books. They had to speak spontaneously. At first, they were still confused with the activity. Then, the researcher gave them an example of the dialog (Field note 10, December 4, 2010). Then, they began to speak to each other. Most of them could speak English appropriately, though some of them were not fluent enough. However, there were three pairs of students who wrote the dialogs they made, then the researcher asked them to practice the dialog without looking at the text, and they could do it. Even, some of them practiced the dialog fluently. This could be inferred from the following extract.

.... Besides, there were three pairs of students who wrote the dialog they made. Then, the researcher asked them to practice the dialog without looking at the text, and they could do it well, even some of them did it fluently and their dialog was very good.

(Field note 10, December 4, 2010: see Appendix B)

Meanwhile, for the second activity, the researcher used a search game as a tool to convey the information gap activity. It was similar to the search game in



the previous meeting which involved the whole class. To start the activity, the researcher gave each student an invitation and an excuses card. In the invitation card, there were three situations in which the students had to invite their friends to some events and in the excuses card there were three excuses to refuse their friends' invitations. It meant that each student had the opportunity to invite and to be invited. The students should accept their friends' invitations if the situations they asked for were not mentioned in the excuses card. They also had to write the report of the students' names that accepted and refused their invitation accompanied with the reasons. In this activity, all of the students were enthusiastic to do it. All of them went around the class, asking and searching partners to go somewhere based on the card. They looked happy and they enjoyed the activity (Field note 10, December 4, 2010: see Appendix 4).

### **3) Asking the students to perform their work in front of the class**

In each meeting, the researcher always asked the students to perform their work in front of the class. For the first meeting, the researcher asked the students to perform their spoken descriptive of 'Dude Harlino' and 'Sherina Munaf'. The researcher only asked three students to perform their spoken texts in front of the class because of the limited time. They were Rz, Ts, and Yl. From those three students, the researcher found that they had already understood how to retell a spoken procedure and they performed it fluently (Field note 7, November 24, 2010).

For the second meeting, the researcher asked the students to perform their spoken descriptive of famous artist in Indonesia. Here, every student had a

different title because the researcher gave the different pictures. There were seven students who came in front of the class to perform their spoken descriptive. From those students, the researcher concluded that they had understood how to describe the physical appearance of person fluently. This could be interpreted from Field note 8 (November 27, 2010) as follow.

.... After all students finished discussing the complete form of the written descriptive, the researcher asked them to make the spoken descriptive individually. Then, some of them came in front of the class to perform the spoken descriptive. They were Dd, Dt, Hr, Nr, Yn, Tj, and Ak. From those seven students, it seemed that they had already known about the spoken descriptive and they performed it fluently. On the other hand, in the third meeting, the researcher asked the students to perform their dialogs based on the role cards they got. There were five pairs who acted the dialogs out in front of the class. They were Arum and Nd, Id and Rz, Ari and Ay, An and Cy, and Ad and Im. They acted the dialogs out fluently and accurately. Besides, their pronunciation was good.

(Field note 8, November 27, 2010).

For the fourth meeting, the researcher asked the students to perform the dialogs they had made without asking them to come in front of the class, but the researcher only asked them to perform the dialogs in their seats. It was because the researcher wanted to know all of the students' dialogs. From this action, the researcher found that most of the students could make the dialog spontaneously, though some of them were not fluent.

#### **4) Giving rewards**

Regarding the findings of Cycle I that the students were still reluctant and shy to perform their work in front of the class voluntarily, the researcher provided some rewards to make the students more enthusiastic to perform their work voluntarily. The rewards were given in the form of points. The researcher always

told the students in every beginning of the activity that she would give a point to the students who wanted to perform their work voluntarily. During this cycle, this action could make the students more enthusiastic to perform their work in front of the class. This finding could be inferred from Field note 7 (November 24, 2010) that there were three students who wanted to perform their spoken descriptive voluntarily which were An, St, and Ss.

In the second meeting, the number of the students coming in front of the class voluntarily was getting bigger. There were seven students, namely Dd, Dt, Hs, Nr, Yu, Tj, and Ak (Field note 8, November 27, 2010). In the third meeting, because the activity was done in pairs, there were five pairs who performed the dialogs in front of the class voluntarily, namely Arm and Nd, Ir and Rz, Ar and Ay, An and Cy, and Ad and Im (Field note 9, November 27, 2010). However, in the fourth meeting, the researcher did not ask the students to perform their dialogs in front the class because the activity was a whole-class activity.

### **5) Making a learning contract**

The researcher implemented a learning contract in the first meeting of this cycle as the finding in the previous cycle showed that some of the students were not actively engaged in the teaching and learning process and some of them made noises when the other students were performing their work in front of the class. Before the researcher began the activity in the first meeting, she told the students that there was a need to make a contract. This contract was aimed at controlling the students' behavior during the teaching and learning process and also optimizing the goals of the teaching and learning process.

The contract consisted of three points. First, they were not allowed to make noises when the researcher was explaining the materials and when the other students were performing their work in front of the class. Second, they had to use English during the activities. This point was aimed at encouraging the students to always use English during the activities so that their speaking skills could be improved because in Cycle I there were still some students who used Indonesian during the activities. The last point was that the students were not allowed to play with their cellular phone during the teaching and learning process because in several meetings the researcher saw some students playing with their cellular phones. All of the students agreed with this contract. After the making of this contract, the class condition was more conducive and all of the students obeyed the contract (Field note 7, November 24, 2010).

#### **6) Giving feedback on the students' pronunciation**

In accordance with the previous cycle, in this cycle the researcher always gave feedback on the students' pronunciation. It was because some students still made some mispronunciation. The researcher gave the feedback after they had finished performing their work by asking them the correct form of their mispronunciation before giving the researcher's own feedback. Besides, the researcher did not point out on a single student's mistake but she always covered all mistakes that the students had made. The Feedback on the students' pronunciation when students are practicing jigsaw speaking is particularly important since it constitutes a precise meaning of the sentences (Lynch, 2010: 40).

For the first meeting, the students made mispronunciations in the words: pointed, hair, appearance, and straight (Field note 7, November 24, 2010). They pronounce the words: /pointed/, /hair/, /apearans/, and /strek/. Then, in the second meeting, the mispronunciation occurred in the words: old, study, and color (Field note 8, November 27, 2010). They pronounce the words: /ol/, /studi/, and /kolor/. In the third meeting, the mispronunciation occurred in the words: describe, like, and romantic (Field note 9, November 27, 2010). Then, in the last meeting, the mispronunciation occurred in the words: height, weight, and shape (Field note 10, December 1, 2010). They pronounce the words: /heik/, /weik/, and / shap/.

#### **b. Reflection of Cycle II**

The researcher had a discussion with the collaborator in order to have a reflection about the actions. Besides, the researcher interviewed the students about their opinions of the actions. From the implementation of the actions above, some findings were described as follows:

##### **1) Using classroom English during the teaching and learning process**

The implementation of the classroom English was effective to improve the students' speaking ability and make them more familiar with the English words. Moreover, it could increase the students' opportunities to speak English during the teaching and learning process. To make the students more familiar with the English words, the researcher tried to paraphrase and used synonyms of the English words such as in giving the eliciting questions and in giving the instructions. When the students got difficulty in understanding what the researcher said, the researcher tried to repeat the questions in simpler expressions so that they

could respond to the researcher's questions. Moreover, the researcher repeated the questions more slowly when the students looked confused about it. This could be inferred from the following extract:

.... Then the researcher asked the students, "Anyway, anyone of you has a birthday today? They looked confused so that the researcher asked again, "Is somebody celebrating birthday today?", they said "Dd" "oh really, Dd?" "no," "Class, have you ever celebrated your birthday party? "not yet", "oh poor you, but have you ever been invited by your friends to come to his/her birthday party? The student just kept silent, then the researcher repeated the question more slowly and all of them said "not yet". After that, the researcher asked again, "but do you know how to invite your friends' to come to your party, don't you? Can you do it in English?". Some of them said, "Can you come.....", "Can you join em..", "What, Ns?" Ns said, "Can you come to my birthday party? Yes that's right. What else?....

(Field note 9, November 27, 2010)

In this cycle, the researcher found that the students were already familiar with some English words, such as greeting. In the earlier meetings, they only kept silent and looked confused when the researcher greeted them, 'How are you getting on?' (Field note 4, November 13, 2010). However, after several meetings, they could respond to that greeting. It could be seen in Field note 9 (November 27, 2010) that when the researcher greeted the students, 'How are you getting on class?', they all answered, 'Fine'. It meant that they were already familiar with that expression. Moreover, some students, such as Em and Tm stated that they understood the researcher's explanations and instructions of the activities in English (Interview transcripts 21 & 22, November 24, 2010: see Appendix C).

## **2) Implementing information gap through various activities**

The implementation of information gap through various activities was successful in improving the students' speaking skills and involvement. Besides,

by giving the information gap through various activities, the students' opportunities to speak English in the class could be increased. The information gap activities can make students participate actively. In the first meeting of Cycle II, all of the students did what the researcher asked them to do. They listened to their pair's information to complete some missing information of the written procedure text. They practiced their English during this activity and there was no student who only copied from their friend's writing (Field note 7, November 24, 2010). Besides, the collaborator also stated that the students shared and listened to their friend's information, not only copied it and the information gap could run well because there were speaking and listening activities (Interview transcript 20, November 24, 2010: see Appendix C). Furthermore, from the students' point of view, some students liked this first meeting's activity. Ay said that she liked and enjoyed the activity. Moreover, she liked the activity because she could get some new vocabulary (Interview transcript 18, November 20, 2010: see Appendix C). In line with Ay, Ny also liked the activity because she could make the written and spoken descriptive text by herself and she stated that the activity in every meeting was getting more enjoyable (Interview transcript 19, November 20, 2010: see Appendix C).

In the second meeting, the implementation of information gap activities was also effective in improving the students' speaking skills and involvement in the teaching and learning process. This could be inferred from the following extract.

.... In this activity, all students had been actively engaged in the discussion activity in their own groups and all of the students got the

fair responsibility for the completeness of the task. Moreover, there was no student who just sitting on their chairs, as found in the previous cycle.

(Field note 8, November 27, 2010)

Besides, the collaborator said that in this meeting, the students' speaking skills improved significantly than the first meeting and all of the students went around the class to find the information from the other groups (Interview transcript 25, December 1, 2010: see Appendix C). The students, Em, Tm, An and Ev, stated that they liked the activity because it was enjoyable (Interview transcripts 21, 22, 23, & 24, December 1, 2010). Em said that the activity was enjoyable because she could share the information with their friends and her speaking skills improved on the aspects of vocabulary, pronunciation, grammar, and the English knowledge (Interview transcript 21, December 1, 2010). Meanwhile, Ev said, 'I liked the activity because I could go around the class and discuss the pictures with my friends. My vocabulary also improved' (Interview transcript 24, December 1, 2010: see Appendix C).

In the third meeting, the information gap activities which were implemented through role play and search game were successful in improving the students' speaking skills and their involvement in the teaching and learning process. Based on Field note 9 (November 27, 2010), it could be inferred that all of the students had actively participated in the role play and search game. The students also thought that their speaking skills had improved. Fn said, 'I liked the activity because we did not only sit on our chairs listening to the teacher's explanation but we had another activity and we were more confident in speaking



in front of our friends'. She also stated that her vocabulary had improved (Interview transcript 26, December 4, 2010: see Appendix C). Meanwhile, Zf said that she liked the search game and her speaking skills had improved on the aspects of confidence and vocabulary (Interview transcript 27, December 4, 2010: see Appendix C). The collaborator also stated that in this activity, the students were more active and they were more confident in performing their dialogs in front of the class. Moreover, she claimed that the students' speaking skills far more improved than in the first meeting (Interview transcript 29, December 4, 2010: see Appendix C).

In the fourth meeting, the information gap activities were successful in improving the students' speaking skills and involvement in the teaching and learning process. In this meeting, the students liked the activities. Pt, Rv, Yn, and Et said that they liked the activities because those activities were enjoyable (Interview transcripts 30, 31, 32, & 34, December 4, 2010: see Appendix C). Riva said, 'Yes my speaking skills had improved because we were always asked to act out dialogs' (Interview transcript 31, December 4, 2010). Meanwhile, Et stated that now she could act the dialog out more fluently (Interview transcript 34, December 4, 2010). The collaborator also claimed that the students' confidence improved and their English ability was more developed (Interview transcript 34, December 4, 2010). Furthermore, based on the observation, the students were very enthusiastic to do the activities. All of them had actively participated in finishing the task. They seemed happy with the activities (Field note 10, November 20, 2010).

### 3) Asking the students to perform their work in front of the class

Based on the observations and interviews with the students and the collaborator, the reflection of this action revealed that the implementation of asking the students to perform their work in front of the class was successful. Most of the students were more confident and motivated to perform their work in front of the class both individually and in pairs. For instance, in the first meeting, there were three students who performed their work of retelling their spoken descriptive of 'Dude Harlino' and 'Sherina Munaf'. Based on the observations, the researcher found that the students had already understood how to deliver a spoken descriptive and they performed it fluently (Field note 7, November 24, 2010). Besides, the collaborator stated that the students were able to deliver the spoken descriptive and some of them performed it fluently (Interview transcript 20, December 4, 2010).

In the second meeting, the students were asked to perform their spoken descriptive of someone's appearance. However, in this meeting, the researcher did not give the title of the descriptive. They had to give the title based on their preferences and most of them could give the appropriate titles of that descriptive (Field note 8, November 17, 2010). Besides, the number of the students coming in front of the class to perform their spoken descriptive of someone's appearance was getting bigger. There were seven students performing the spoken descriptive. In the third meeting, the students were asked to perform their dialogs with their pair based on the role cards they got. There were seven pairs of the students who wanted to perform their dialogs in front the class voluntarily. From those students,

the researcher found that they had performed the dialogs fluently and accurately and their pronunciation was good (Field note 9, November 17, 2010). Moreover, the collaborator said that the students were enthusiastic when the researcher asked them to come in front of the class (Interview transcript 29, September 29, 2010). Then, in the fourth meeting, the researcher asked the students to perform their dialogs in their chairs because she wanted to know all of the students' dialogs. Most of the students could make the dialogs spontaneously, though some of them were not fluent (Field note 10, November 27, 2010).

#### **4) Giving rewards**

The implementation of this action was successful in improving the students' involvement during the speaking teaching and learning process, especially in improving their motivation to perform their work in front of the class voluntarily. After the researcher implemented this action, the students became more motivated to perform their work in front of the class voluntarily. For instance, in the first meeting, there were three students who wanted to perform their work in front of the class voluntarily; who were St, Antonius, and Ss (Field note 7, November 24, 2010). Actually, there were some students who wanted to perform their work in front of the class, but due to the limited time the researcher only chose three of them. One of the students who did not get the opportunity to come in front of the class, Ny said that she was a little bit disappointed and she wanted to perform the work next time (Interview transcript 19, November 24, 2010).

In the second meeting, the number of the students coming in front of the class voluntarily was getting bigger. There were seven students, namely Dd, Dt, Hr, Nr, Yn, Tj, and Ak (Field note 8, November 27, 2010). Regarding this finding, the collaborator stated that the implementation of reward was effective since there were many students who wanted to perform their dialogs in front the class (Interview transcript 25, December 4, 2010).

In the third meeting, because the activity was done in pairs, there were five pairs who performed the dialogs in front of the class voluntarily, namely Ar and Nd, Ir and Rz, Ar and Ay, An and Cy, and Ade and Imam (Field note 9, November 27, 2010). Based on those findings, the implementation of giving rewards in fostering the students' motivation to perform their work in front of the class was successful.

##### **5) Making a learning contract**

The implementation of this action was successful in controlling the students' behavior during the teaching and learning process and in optimizing the goals of the teaching and learning process. It could be inferred from Field note 7 (November 24, 2010) that after the researcher made the learning contract, the class situation became more conducive and all of the students obeyed the contract. Meanwhile, one of the students, Ay, stated that by implementing a learning contract, the class situation became more controlled, so that the students could focus on the tasks (Interview transcript 18, September 22, 2010). In addition, Nd said 'Yes, it was good because the class condition was more conducive and there

was no student playing with their cellular phone' (Interview transcript 19, November 20, 2010).

#### **6) Giving feedback on the students' pronunciation**

The implementation of giving feedback on the students' pronunciation was successful in improving the students' speaking skills. The students were very enthusiastic when the researcher told them about the right pronunciation of some words and when they imitated what the researcher said about the right pronunciation. It could be inferred from the following extract.

.... Then the researcher gave feedback on those three students' performances and gave the right pronunciation. Besides, the researcher checked their pronunciation on the pronunciation of the words: pointed, appearance, and describe. They pronounce the words: /pointed/, /apearans/, and /deskrip/. All of the students were very enthusiastic when the researcher asked about the pronunciation of those words and when they imitated the researcher's pronunciation.

(Field note 7, November 24, 2010)

In addition, by giving the correct pronunciation of some words, the students' speaking skills could improve, too. Some of the students stated that their speaking skills had improved since they knew the right pronunciation of the words. Ay said, 'Yes, my speaking skills had improved, one of them, I know how to pronounce some words' (Interview transcript 18, November 24, 2010). Em, An, Tm, and Er also stated that their speaking ability had improved, especially on their pronunciation (Interview transcripts 21, 22, 23, and 24, December 1, 2010). The students' pronunciation in the third and fourth meetings was good because they only made mispronunciation in the words like, romantic, height, and shape for the

fourth meeting (Field note 9, November 17 and Field note 10, November 17, 2010). They pronounce the words: /romantic/, /heik/, and /shap/.

### **c. Summary of reflection of the action implementation in Cycle II**

Based on the reflection above, the researcher and the collaborator agreed that the information gap activities and its accompanying actions in Cycle II were successful in improving the students' speaking skills. The summary of the implementation of those actions were as follows.

The implementation of classroom English by using some English synonyms and paraphrases during the teaching and learning process was successful in improving the students' speaking skills and in familiarizing them with the English words. Besides, it was effective to increase the students' opportunities to speak English. Most of the students were already familiar with the English words and the researcher never translated those words.

The implementation of information gap through various activities covering jigsaw tasks, role plays, and search games was successful in improving the students' speaking skills and involvement during speaking teaching and learning process. Most of them had actively engaged in the activities.

The implementation of asking the students to perform their work in front of the class was successful in improving the students' speaking skills and confidence in speaking in front of the class. Moreover, some students were able to do conversations spontaneously.

The implementation of giving rewards was successful in improving the students' confidence in performing their work in front of the class. After the

implementation of this action, the students became more motivated to perform their work in front of the class voluntarily.

The implementation of making a learning contract was effective in controlling the students' behavior and optimizing the goals of the teaching and learning process. The students were more actively engaged in the teaching and learning process and they did not do any disruptive behavior.

The implementation of giving feedback on the students' pronunciation was successful in improving the students' speaking skills since they did not make the same mistakes in the next activities. Moreover, it could improve the students' enthusiasm about the correct pronunciation of some words. Regarding the findings of Cycle II that all actions were successful in improving the students' speaking skills and the objectives of the research were achieved, the researcher and the collaborator agreed to end this research in this cycle. In summary, the differences in speaking teaching and learning process during Cycle I and Cycle II could be seen in Table 11.

**Table 11. The differences in speaking teaching and learning process during Cycle I and Cycle II**

<b>Before the action</b>	<b>After cycle I</b>	<b>After cycle II</b>
The students were shy and reluctant when they were asked to express their ideas in English in front of the class.	Some students were still shy and reluctant when they were asked to express their ideas in English in front of the class.	Most of the students were confident and enthusiastic to express their ideas in English in front of the class.
The students were not familiar with some English words.	Some students were still not familiar with some English words so that there were some Indonesian translations.	The students were familiar with the English words without the Indonesian translation.
The students often mispronounced English words.	Some students still mispronounced some English words.	Most of the students had rarely mispronounced the English words.
The students were not actively engaged in the speaking teaching and learning process.	There were still some students who were not actively engaged in the speaking teaching and learning process.	All of the students were actively engaged in the activities during the speaking teaching and learning process.

Meanwhile, the final draft of the actions in Cycle II could be seen in Table

12.

**Table 12. The final summary of the actions in Cycle II**

<b>Actions</b>	<b>Descriptions</b>
Using classroom English during the teaching and learning process	The classroom English was used in every meeting during the teaching and learning process. To make the students more familiar with it, the researcher used some English paraphrases and synonyms.
Implementing information gap through various activities	The information gap activities were implemented through jigsaw tasks, role plays, and search games.
Asking the students to perform their work in front of the class	The students were always asked to perform their work, both retelling a text and acting out a dialog in front of the class.
Giving rewards	The implementation of giving rewards was aimed at fostering the students' motivation to perform their work in front of the class voluntarily.
Making a learning contract	The implementation of learning contract was aimed at controlling the students' behavior and optimizing the goals of the teaching and learning process.
Giving feedback on the students' pronunciation	The implementation of giving feedback on the students' pronunciation was aimed at improving the students' speaking skills, especially their pronunciation aspect.



## **2. The Effectiveness of Information Gap to Improve the Students' Speaking Skills**

In this part, the results of the study are presented in qualitative and quantitative data. Those data are collected to show the findings of the effectiveness of the information gap activities in helping the students improve their speaking skills. In this case, the students' speaking skills are related to the students' abilities in some aspects such as understanding the classroom English during the teaching and learning process, improving their confidence and improving their motivation through pair work or group work, and improving their pronunciation.

### **a. Qualitative Data**

The qualitative data are collected from the interviews. The results of the interviews can be seen in the interview transcripts. The findings are related to the effectiveness of the use of information gap to improve the students' classroom English during the teaching and learning process, to improve the students' confidence and to improve the students' motivation through pair work or group work, and to improve the students' pronunciation by giving feedback to the students.

#### **1) Improving the students' classroom English during the teaching and learning process**

The use of classroom English during the teaching and learning process through information gap activities gives positive effects to the improvement of the students' speaking skills. There, the students' ability in understanding the

classroom English improve and this improvement makes the students can respond the classroom English during information gap activities that is used by the teacher. In addition, the fact can be seen in the interview transcript below:

- R : Lalu selama kita belajar melalui information gap, pemahaman adek tentang classroom English yang digunakan selama aktifitas meningkat nggak? *(So, did the information gap activities can improve your understanding about classroom English?)*  
 S : Em...meningkat miss. *(Em.....its increased miss)*  
 R : Peningkatannya dalam hal apa dek? *(What kinds of improvement?)*  
 S : Ya... karna sering dengar, jadi mudah mengerjakan aktivitas dalam information gap kalo tau artinya. *(Yea...because I often hear it, so it make us do the assignment easily)*

(Appendix C/Interview transcripts 8)

On the other hand, the collaborator's opinion on the implementation of classroom English during the teaching and learning process through information gap activities could be seen in the extract below:

- R: Lalu, kalau mengenai penggunaan classroom English selama aktivitas information gap, ada peningkatan nya ndak bu?*(then, what about the use of information gap activities during the lesson? Is there any improvement?)*  
 C: Ada mbak, mereka jadi mudah mengerjakan aktivitas dalam information gap, karena mereka mengerti instruksi dan penjelasan yang mbak sampaikan, jadi memang efektif. *(Yes, there is. They do the assignment easily, because they already know the instruction and the explanation before)*

(Appendix C/Interview transcripts 15)

From the quotation above, it can be stated that the use of classroom English through information gap activities during the teaching and learning process can improve the students' speaking skills. There, the students more familiar with the English words. They can understand the instruction and the explanation given by the teacher during the information gap activities. Because

they have already known what they should do, they can do the activities easily. The collaborator also says that the use of information gap activities is effective in improving the students' speaking skills. In this case, the students are familiar with the English words, so they can understand the instruction and the explanation during the activities.

## **2) Improving the students' confidence and motivation through pair work or group work activities**

The use of pair work or group work activities in the information gap activities gives positive effects to the improvement of the students' speaking skills. It can improve the students' confidence and motivation to participate actively in the teaching and learning process. The fact can be seen in the interview transcript below:

- R: "Bagaimana menurut adek tentang kerja berkelompok dan berpasangan dalam aktivitas information gap selama ini?" (*What is your opinion about work in pairs and work in group during the information gap activities?*)
- S: "seneng aktivitas dalam information gap miss, soalnya bisa dikerjakan kelompok dan sama teman sebangku, hehe.." (*I like the activities very much miss, because it can do in pairs or in group, hehe..*)
- R: "Jadi dengan adanya kerja kelompok atau kerja berpasangan dalam information gap, bisa meningkatkan motivasi dan kepercayaan diri ya dek?" (*So, work in pair and in group can improve the motivation and confidence, is it right?*)
- S: "Iya miss, soalnya jadi bisa lebih semangat dan PD untuk mengerjakan tugas, hehe.." (*Yes, it alright miss. It can improve our self-confidence to do the assignment.*)

(Appendix C/Interview transcripts 10)

On the other hand, the collaborator's opinion on the implementation of pair work and group work in the information gap activities could be seen in the extract below:

R: “Lalu penerapan kerja kelompok dan berpasangan selama information gap activities, efektif dapat meningkatkan kepercayaan diri siswa ndak bu?” (*Then, the use of group work and pairs work can improve the students’ confidence, mam?*)

C: “Sangat efektif mbak, buktinya mereka jadi antusias untuk mengerjakan tugas yang njenengan berikan to mbak, mereka jadi lebih PD kalau dikerjakan bersama”. (*It’s very effective; it proves by the students’ enthusiasm to do the assignment.*)

(Appendix C/Interview transcripts 15)

From the quotation above, it can be seen that the implementation of group work and pair work activities is needed in order to improve the students’ confidence and motivation in doing the activities. In this case, they are more enthusiastic to find the information that they do not possess. The collaborator also says that the use of information gap activities in the form of group work and pair work are effective in improving the students’ confident and motivation. Here, the students are very enthusiastic to do the activities given by the teacher. It can be concluded that, most of the students were more confident and motivated to do the activities during the information gap activities.

### 3) Improving the Students’ Pronunciation through feedback

The use of feedback during the information gap activities gives positive effects to the improvement of the students’ speaking skills. It can improve the students’ pronunciation. Here, they are very enthusiastic to know the correct pronunciation of some words. Here, the teacher gives the correct pronunciation to them. It is expected to the students not to make the same mistakes next time. The fact can be seen in the interview transcript below:

- R: “Em, trus gimana menurut adek tentang pemberian feedback selama aktivitas information gap?” (*Em...so what is your opinion about the giving of feedback during the information gap activities*)
- S: “Bagus, miss.” (*It is good, miss*)
- R: “Kenapa kok bagus dek?” (*Why?*)
- S: “Ya..kita jadi tau kalo salah ngomongnya miss”. (*It makes us known if we say in incorrect pronunciation*)
- R: “trus..adek merasakan peningkatan mengenai pronunciation nggak selama belajar melalui information gap?” (*So, did you feel any improvement related to the pronunciation*)
- S: “Iya miss, di aktivitas information gap selanjutnya kita jadi ga salah ngomong nya lagi”. (*It is right miss, it makes us not to make the same mistakes next time*)

(Appendix C/Interview transcripts 13)

Based on the quotation above, it can be seen that the giving of feedback related to the students’ pronunciation is needed in order that the teacher can correct the students’ pronunciation when they make mistakes in pronouncing the words. It can improve the students’ pronunciation because they know how to pronounce the words correctly. It is expected to the students not to make the same mistakes next time.

#### **b. Quantitative Data**

The quantitative data are in the form of the students’ pre-test and post test scores. Here, the researcher compares the students’ pre-test and post test scores by using the *t-test* to know whether or not there is a significant difference in the pre-test and post test scores. The data can be seen from the students’ average score before and after they get the treatment. Below the result of the *t-test* are presented.

Table 13. **Result of T-Test**

	Mean	N	T	P
Pair 1 pre-test	26.8333	36		
post test	31.9444	36		
Pair 1 post test & pre-test	5.1111	36	18.757	.000

Based on the table of the statistical analyses above, it can be found that the average score of the pre-test 26.8333 and the average score in the post test is 31.9444. It means that the average score in the post test increase by 5.1111 from the score in the pre-test. According to the statistic, the score difference is significance at  $p < 0,05$ .

### **3. The students' responses to the implementation of information gap activities**

After the teaching action had been implemented, the researcher interviewed the students. The interview was done after school time, in order not to disturb the teaching and learning process. The researcher took ten samples of students to be interviewed, she asked them what they felt during the English lesson and their responses to the activities of teaching speaking by using information gap. This discussion was arranged based on the findings of the actions in the first and the second cycles. The findings are related to the students' responses to the implementation of information gap activities.

### a. Using Classroom English during the Lesson

The findings show that the use of classroom English during the lesson improve the students' responses to the teacher's talk during the teaching of English. Before the implementation of classroom English, the students said that they did not understand the teacher's explanation when she spoke English all the time. The researcher took ten samples of students to be interviewed related to the classroom English. The finding can be strengthened by the students' responses in the quotation of the interview transcript below.

- |           |  |
|-----------|--|
| R         | : Bagaimana pendapat kalian mengenai penerapan classroom English selama pelajaran information gap berlangsung? ( <i>What is your opinion about the use of classroom English during the information gap activities?</i> ) |
| Student 1 | : Bagus! Jadi bisa jawab kalo ditanya pake bahasa inggris. ( <i>It is good! I can answer the teacher's questions</i> )   |
| Student 2 | : Menyenangkan, karna kadang miss nya menterjemahkan, jadi kita bisa jawab. ( <i>It is interesting because you will translate into Indonesia</i> )   |
| Student 3 | : Saya suka, jadi bisa tau apa yang harus kita lakukan. ( <i>I like it, it makes me known what I should do</i> )   |
| Student 4 | : Bagus miss, kita jadi tau di suruh ngapain. ( <i>It is good, it makes me known what I should do then</i> )   |
| Student 5 | : Iya, bagus miss, walaupun awalnya rada bingung juga, tapi lama-lama ngerti miss. ( <i>It is right, although we do not know at first, but finally we can understand it</i> )  |
| Student 6 | : Itu bagus miss, kalo kita paham disuruh ngapain, kita jadi seneng ngerjain tugasnya. ( <i>It is good miss, we enjoy in doing the activity because we already known the instruction</i> )                               |
| Student 7 | : Menarik, karna sering dengar kita jadi paham miss, trus bisa jawab pertanyaan juga. ( <i>It is very interesting, we can answer the question because we often hear it</i> )   |
| Student 8 | : Setuju miss, biar kita terbiasa dengar dan ngerti maksunya, jadi gampang ngerjain tugas nya. ( <i>I agree miss, it makes us do the activity easily</i> )   |
| Student 9 | : Menurut saya bagus kok, lama-lama kita jadi paham, trus bisa jawab kalo ditanya. ( <i>In my opinion, it is good, it</i>  |

Student 10 : *makes us can answer the questions)*  
 : Iya, bagus miss, jadi mudah ngerjain tugas kalo kita  
 ngerti apa yang harus kita lakukan. (*Yea, it is good, we  
 can do the activity easily if we know what we should do*)

(Appendix C/Interview transcripts 28)

From the quotation of interview transcript above, it can be seen that the use of classroom English during the teaching and learning process by using Indonesian translations in some difficult aspects such as in giving the instructions can make the students understand about what they should do. In addition, using classroom English during the teaching and learning process can build their sense about the material that will be learned easily. In this case, the classroom English is used during the teaching of English in order to make the students more familiar with the English words. It is increase their opportunities to speak English in the class since the researcher and the students communicate in English.

**b. The Students' Attitude and Behavior During The Teaching of Speaking through Information Gap Activities**

The findings show that the use of information gap activities in the speaking learning make the students became brave to come in front of the class, to express their opinion, and to participate in the discussion held by the teacher. The finding can be strengthened by the students' responses in the quotation of the interview transcript below.

R : Bagaimana menurut kalian belajar bahasa Inggris melalui  
 aktivitas information gap selama ini? (*What is your  
 opinion about "learning English through information  
 gap activities?"*)  
 Student 1 : Senang, karna bisa dikerjakan berkelompok. (*I like it  
 because I can do the activities through group work*)  
 Student 2 : Menyenangkan miss, jadi ga malu kalo dikerjakan



- berpasangan. (*It is fun miss, it makes us not to be shy in doing the activities*)
- Student 3 : Menyenangkan dan mengasyikkan miss, jadi tambah PD kalo berkelompok, soalnya kan kita harus mencari informasi ke kelompok lain miss. (*They are interesting and fun miss, it makes us to be confidence if they are doing in the form of group work*)
- Student 4 : Asyik miss, soalnya kita jadi aktif ga hanya diem aja. (*It is interesting, it makes us more active during the lesson*)
- Student 5 : Menyenangkan, aktivitasnya kan berkelompok miss, jadi tambah percaya diri kalo kelompok, hehe.. (*It is fun, if the activity was done in the form of group work, it makes us more confidence*)
- Student 6 : Nggak membosankan dan menyenangkan, kita jadi aktif untuk bertanya biar bisa ngerjain tugasnya. (*It is interesting and fun activities, it makes us more active in finding the information*)
- Student 7 : Menarik kok, ga membosankan miss.. (*It is interesting and fun activities miss*)
- Student 8 : Seneng miss, karna kita harus mencari dan memberikan informasi sama kelompok lain. (*I'm happy, because we have to find the information from another group work*)
- Student 9 : Menarik, jadi semangat kalo dikerjain bersama-sama. (*It is interesting, it will fun if we can doing the activities in a group*)
- Student 10 : Menyenangkan miss, jadi tambah percaya diri. (*It is fun miss, it can make us more confidence*)

(Appendix C/Interview transcripts 30)

From the students' responses to the interview above, it can be seen that the students enjoyed doing the information gap activities. It is because the activities of information gap are given in the form of group work and pair work, so it can improve their confidence and motivation to involve in the activities. The improvement can be seen from some aspect such as the students worked happily in pair or group work, they were curious to finish the activities, and they involve actively.

### c. The Students' Favorite Things Using Information Gap Activities In the Speaking Learning

From the interview related to the students' favorite things using information gap activities in the speaking learning, the researcher took ten samples of students to be interviewed related to the sup chapter above. The finding can be strengthened by the students' responses in the quotation of the interview transcript below.

- R : Apa yang kalian sukai selama kita belajar bahasa Inggris melalui aktivitas dalam information gap? (*What are your favorite things when we learn English through information gap?*)
- Student 1 : Kita bisa bertukar informasi dengan teman lain miss. (*We can exchange the information to others miss*)
- Student 2 : Bisa berinteraksi dengan teman. (*We can interact with others*)
- Student 3 : Ketika pengen tau informasi yang di punyai kelompok lain. (*When we want to know the information that the other group have*)
- Student 4 : Bisa dikerjakan berkelompok dan menambah kosa kata baru. (*It can do in the form of group and it can add new vocabulary*)
- Student 5 : Menambah vocab dan lebih percaya diri. (*We can know new vocabulary and be more confidence*)
- Student 6 : Mudah dipahami. (*It can be learn easily*)
- Student 7 : Bisa berlatih berbicara, bisa dipahami. (*We can practice our English, It can be understand easily*)
- Student 8 : Lebih menyenangkan, karna berkelompok. (*It will more fun if we do it in a group*)
- Student 9 : Membuat kita lebih aktif. (*It makes us more active*)
- Student 10 : Aktifitasnya memberikan kesempatan kepada kita untuk berlatih bicara bahasa inggris. (*The activities give some opportunities to practice our English*)

(Appendix C/Interview transcripts 31)

From the students' responses to the interview above, it can be seen that the students like the information gap activities. Here, the students' curiosity to find the information they are needed is high. They want to finish the activities as

soon as possible. Their curiosity stimulates their motivation and confidence to follow the activities and maintain them to exchange the information in the form of group work or pairs. It can be concluded that the students' enthusiasm, motivation, and confidence improve after the implementation of information gap activities.

#### **d. The Obstacle During The Use of Information Gap Activities In the Speaking Learning**

From the interview related to the students' obstacles during the use of information gap activities in the speaking learning, Here, there are ten samples of students to be interviewed related to the sup chapter above. The finding can be strengthened by the students' responses in the quotation of the interview transcript below.

- |             |  |
|-------------|--|
| R           | : Apa kalian menemui hambatan selama kita belajar bahasa Inggris melalui information gap? ( <i>What are your obstacles during learning English through information gap activities?</i> ) |
| Student 1   | : Tidak ada. ( <i>Nothing</i> )  |
| Student 2   | : Tidak ada. ( <i>Nothing</i> )  |
| Student 3   | : Nggak ada, karna menyenangkan. ( <i>Nothing, because they are fun</i> )  |
| Student 4   | : Tidak ada kok. ( <i>Nothing</i> )  |
| Student 5   | : Nggak ada miss. ( <i>Nothing</i> )   |
| Student 6   | : Em...nggak ada miss. ( <i>Nothing</i> )  |
| Student 7   | : Nggak ada. ( <i>Nothing</i> )  |
| Student 8   | : Kayak nya nggak ada deh miss. ( <i>I think, there is no obstacles</i> )  |
| Student 9   | : Nggak ada. ( <i>Nothing</i> )  |
| Students 10 | : Nggak ada tu miss. ( <i>Nothing</i> )  |

(Appendix C/Interview transcripts 32)

From the students' responses to the interview above, it can be seen that the students has no serious problem during the information gap activities. The

students' responses above show that most of the students loved the implementation of information gap activities. The students admitted that their speaking is improve. The students could speak up confident in front of the class. For those reasons, the students could be more familiar with speaking activity. The students also admitted that they were not bored during the teaching learning process. The students looked braver and more confident to speak up and express their feeling. They became active and full of concentration in the classroom during the lesson. They are motivated to practice and try to speak in English.

### **C. Summary**

The summary of the study covers the findings that are related to the three research questions. First, there is the summary of the implementation of information gap activities. It is done as a plan of action in the study. The second summary is related to the effectiveness of information gap activities to improve the students' speaking skills. It is done in the second process of the study consisting of the action and observation process. The last summary is related to the students' responses to the implementation of information gap activities. It is done in the last process of the study. The result of the students' responses can be seen in the interview transcripts and the field notes.

The first findings are related to the implementation of information gap activities. There are three topics of discussion. The first is the use of classroom English during the teaching and learning process through information gap activities. The second is the implementation of information gap activities through jigsaw tasks in the forms of pair and group works activities. The third is the use of

feedback to correct the students' pronunciation. First, it can be shown that applying classroom English during the information gap activities can make the students more familiar with the English words and it could increase their opportunities to speak English in the class since the researcher and the students communicate in English. For example, when the researcher gave some questions in English, the students answered them in English too. Second, it can be seen that the use of jigsaw tasks can make the students more actively engaged in the English teaching and learning process and give them opportunities to practice their English in the class. Through these activities, the students' speaking skills could be built because in these activities they had to communicate with others to find out the information they needed. Third, it can be seen that the use of feedback to correct the students' pronunciation can make the students know how to pronounce the English words correctly so that they did not make the same mistakes in the next activities. In this case, the students were very enthusiastic to know the correct pronunciation of the words. The students' speaking skills had improved since they knew the correct pronunciation of some words.

The second findings are related to the effectiveness of information gap activities to improve the students' speaking skills. The findings show that the use of information gap activities in the learning of speaking can help the students improve their confidence, motivation, and involvement because the activities are presented in the form of pair and group work activities. In this case, the improvement of the students' confidence, motivation and involvement can make the students' speaking skills improve.

The last findings are related to the students' responses to the implementation of information gap activities. There are four topics of discussion. The first is related to the students' responses to the use of classroom English during the information gap activities. The findings show that using classroom English during the lesson improves the students' responses to the teacher's talk during the teaching of English. For example, when the researcher asks some questions in English, the students answered the questions in English too. In this case, the use of classroom English during the lesson can build their sense about the material that will be learned easily. The second is related to the students' attitude and behavior when they learn speaking through information gap activities. The findings show that the use of information gap activities in the learning of speaking make the students became brave to come in front of the class, to express their opinion, and to participate in the discussion held by the teacher. In this case, the students like the activities because they are given in the form of group work and pair work activities, so it can improve their confidence and motivation to involve in the activities. The third is related to the students' favorite things when they learn speaking skills through information gap activities.

Based on the findings of these topics, the students like the information gap activities. Here, the students' curiosity to find the information they are needed is high. The last is related to the students' obstacles during the use of information gap activities in the learning of speaking. In this case, it can be seen that the students has no serious problem during the information gap activities.

## **CHAPTER V**

### **CONCLUSION, IMPLICATION, AND SUGGESTIONS**

This study begins by proposing the research questions that are related to the implementation of the information gap activities, the effectiveness of information gap activities to improve the students' speaking skills, and the students' responses to the implementation of information gap activities. The ultimate aim of this study is to find describe how information gap activities are implemented to improve the students' speaking skills at the second grade of SMP N 2 Sleman in the academic year of 2010/2011. By applying the action research methodology, the study is accomplished the result. The conclusion, implication, and suggestion of the study are presented below.

#### **A. Conclusion**

The goal of this study is to improve the students' speaking skills of the second grade students of SMP N 2 Sleman. To be able to reach the goal, the researcher applies information gap activities as an appropriate teaching technique in the speaking learning in action research conducted in the first semester of the academic year of 2010/2011. Following the results of data analysis, information is presented below to answer the research question in the formulation of the problem.

In this study, the effort to improve the students' speaking skill is done by implementing the use of information gap activities. The implementation of information gap activities can be seen in three topics of discussion. The first is the use of classroom English during the teaching and learning process through

information gap activities. The second is the implementation of information gap activities through jigsaw tasks in the forms of pair and group works activities. The third is the use of feedback to correct the students' pronunciation. First, it can be shown that applying classroom English during the information gap activities can make the students more familiar with the English words and it could increase their opportunities to speak English in the class since the researcher and the students communicate in English. Second, it can be seen that the use of jigsaw tasks can make the students more actively engaged in the English teaching and learning process and give them opportunities to practice their English in the class. Third, it can be seen that the use of feedback to correct the students' pronunciation can make the students know how to pronounce the English words correctly so that they did not make the same mistakes in the next activities.

The implementation of information gap activities in the learning of speaking can help the students improve their confidence, motivation, and involvement because the activities are presented in the form of pair and group work activities. In this case, the improvement of the students' confidence, motivation and involvement can make the students' speaking skills improve.

The use of classroom English during the lesson improves the students' responses to the teacher's talk during the teaching of English. In this case, the use of classroom English during the lesson can build their sense about the material that will be learned easily. In this the students said that they became brave to come in front of the class, to express their opinion, and to participate in the



discussion held by the teacher, so it can improve their confidence and motivation to involve in the activities.

Overall, it could be concluded that the information gap activities and other accompanying actions could improve the students' speaking skills. Through those activities, the students were more confident and enthusiastic to perform their work in front of the class and they were more active during the speaking teaching and learning activities. Besides, they were more familiar with the English words and they rarely mispronounced the English words.

### **B. Implication**

The conclusion explains how the information gap activities can be used to improve the students' speaking skills. These are the results of the actions done in the speaking learning to improve the students' speaking skills of the second grade students of SMP N 2 Sleman. Then in this part, the researcher can propose some items of implication that can be implemented in the field.

Based on the results of the actions, it was found that the students were more active in the speaking teaching and learning activities so that their speaking skills could be improved. They could be more familiar with the words they learnt. Besides, the information gap activities did not make the students bored. An implication for these findings is that the teacher can use information gap activities in the speaking teaching and learning process since they can give some benefits. First, they can improve the students' speaking skills. Second, they can provide adequate opportunities for the students to communicate. Third, they can build the

students' confidence and motivation. Fourth, they can increase the students' enthusiasm.

Furthermore, the results of the study indicated that the process of implementing information gap activities could run well because the class management was good. When the number of the students working in groups was not big enough, such as group of three and two, all of them could participate equally because each of them had different responsibility toward the activities. An implication may follow that the teacher should have a good ability in managing the class. Besides, the teacher should know the students' characteristics so that the activities can accommodate the students' interests.

### **C. Suggestions**

Based on the conclusion and the implication, some suggestions are offered for the English teacher, and the other researchers. These are presented as follows.

#### **1. To English teachers**

Due to the limited time, the researcher only implemented some information gap activities, such as jigsaw tasks, role plays, and search games. The English teachers need to try to keep on applying the other various information gap activities so that the students will be more motivated in the English teaching and learning process. During the research, the researcher only used media such as pictures and role cards. The English teachers can use other media such as power point so that the students will be more interested with the activity. Besides, they may implement other interesting and communicative activities in the teaching and

learning process so that the quality of English teaching and learning process can improve.

## 2. To other researchers

In this study, the researcher conducted the research in two months, because of the limited time. Other researchers may follow up this study in a longer time in order to find more actions to improve the students' speaking skills. Moreover, they can conduct this study in other grades, either in junior or senior high schools so that the findings will be more satisfactory. Also, they can conduct this study in other schools which have different characteristics from SMP N 2 Sleman so that the research findings can be more general. Moreover, they can use other information gap activities besides jigsaw tasks, role plays, and search games.

## REFERENCES

- Brown, D. & Yule, G. (1991). *Teaching Spoken Language*. Cambridge: Cambridge University Press.
- Brown, D. H. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. White Plains: Pearson Education Company.
- . (2004). *Language Assessment Principles and Practices*. San Francisco: Pearson Education. Inc.
- Burns, A. (1999). *Collaborative Action Research for English Language Teachers*. Cambridge: Cambridge University Press.
- Bygate, M. (1991). *Speaking*. Oxford: Oxford University Press.
- Cameron, L. (2001). *Teaching Languages to Young Learners*. New York: Cambridge University Press.
- Connell, O. (2006). Group Forming Activities for ESL/EFL Students. *The Internet TESL journal*, vol XII, No 8. Retrieved from <http://itslj.org/lesson/oconnell/groupformingactivities.html> on June 2010.
- Departemen Pendidikan Nasional. (2006). *Kurikulum Tingkat Satuan Pendidikan*. Jakarta: Depdiknas.
- Dornyei, Z & Thurrel, S. (1992). *Conversation and dialogues in action*. Englewood Cliffs, N. J.: Prentice Hall.
- Ellis, R. (2002). *The place of grammar instruction in the second/foreign language curriculum*. In E. Hinkel and S. Fotos (Eds.), *New Perspectives on grammar teaching in Second Language classrooms*, pp.17-34. Mahwah, NJ: Lawrence Erlbaum Associates.
- Fulcher, Glenn, and Davidson, Fred. (2007). *Language Testing and Assessment: An advanced Resource Book*. London: Rout ledge.
- Gall, Meredith D; Gall, Joyce P, and Borg, Walter R. (2003). *Educational Research: An Introduction*. Boston: Pearson Education, Inc.
- Hadfield, J. (2005). *Intermediate Communication Games*. Essex: Addison Wesley Longman Ltd.
- Harmer, J. (1991). *The Practice of English Language Teaching*. Longman: Longman.

- \_\_\_\_\_. (2001a). *The Practice of English Language Teaching (3th Ed)*. Completely Revised and Updated. Essex: Pearson Education Ltd.
- \_\_\_\_\_. (2001b). *How to Teach English*. Essex: Pearson Education Ltd.
- \_\_\_\_\_. (2007). *The Practice of English Language Teaching (4th Ed.)*. Essex: Pearson Education Ltd.
- Harris, T., & Hodges, R. (1995). *The Literacy Dictionary: The vocabulary of reading and writing*. Newark, DE: International Reading Association.
- Hornby, A. S. (2000). *Oxford Advanced Learner's Dictionary to Current English (6<sup>th</sup> Ed)*. New York: Oxford University Press.
- Hutchinson and Waters. (1987). *English for Specific Purposes, A Learning-Centered Approach*. Cambridge: Cambridge University Press.
- Jones, K. (2001). *An Introduction to Foreign Language Learning and Teaching*. Pearson Education Limited: Longman.
- Kemmis, S. and Mc. Taggart. (1997). *The Action Research Reader (3<sup>rd</sup> Edition)*. Victoria: Deakin University Press.
- Klippel, F. (1991). *Keep Talking*. Cambridge: Cambridge University Press.
- Lado, R. (1961). *Language Teaching Analysis*. London: Indiana University Press.
- Lee, J.F. & VanPatten, B. (2003). *Making Communicative Language Teaching Happen*. New York: McGraw-Hill.
- Li, Y. (2005). *Speaking Activities: Five Features*. US-China Foreign Language, 9, III, page 71-75.
- Littlewood, W. (1991). *Communicative Language Teaching*. Cambridge: Cambridge University Press.
- Liao, X. (1997). *Information Gap in Communicative Classroom*. In the Annual Meeting of the Teacher of English to Speakers of Other Languages. Retrieved from [http://www.eric.es.gov/ERICDocs/data/ericdocs2sql/content\\_storage\\_01/0019b/88/14/f8/7b.pdf](http://www.eric.es.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0019b/88/14/f8/7b.pdf) on May 28, 2010.
- Lowry, E. (2009). "Teaching Speaking and Listening through Communicative Activities" in *Workshop for Manizales Bilingüe* on February 17, 2010. Retrieved from <http://www.teachingspeakinglisteningcriteria-090402084311-phpapp02.ppt> on May 28, 2010.

- Luoma, S. (2004). *Assessing Speaking, The Cambridge Language Assessment Series*. Cambridge: Cambridge University Press.
- Madya, S. (2001). *Panduan Penelitian Tindakan*. Yogyakarta: Lemlit IKIP Yogyakarta.
- Neu, H. & Reeser, T. W. (1997). *Parle-moi un peu!: Information Gap Activities for Beginning French Classes*. Boston : Heinle & Heinle.
- Nunan, D. (ed.). (2003). *Practical English Language Teaching*. New York: The McGraw-Hill Companies, Inc.
- Pinter. (2006). *Teaching Young Language Learner*. Oxford: Oxford University Press.
- Richards, J. C. (2008). *Teaching Listening and Speaking, from Theory to Practice*. Cambridge: Cambridge University Press.
- Raptou, V. (2001). *Using information gap activities in the second language classroom*. CASTL website. Retrieved from <http://www.caslt.org/Print/gapp.htm> on May 12, 2010
- Sanjaya, W. (2010). *Penelitian Tindakan Kelas*. Jakarta: Kencana Prenada Media Group.
- Son, T. L. (2009). "Using Information Gap Activities to Promote Communication In EFL Classes" From 5th National VTTN ELT. Retrieved from [http://www.britishcouncil.org/tram\\_lam\\_son.doc](http://www.britishcouncil.org/tram_lam_son.doc) on May 28, 2010.
- Sugiyono. (2009). *Metode penelitian kuantitatif, kualitatif dan R & D*. Alfabeta: Bandung.
- Thornbury, S. (2005). *How to Teach Speaking*. Essex: Pearson Education Ltd.
- Ur, P. 1996. *A Course in Language Teaching*. Cambridge: Cambridge University Press.

## APPENDIX A: INSTRUMENTS OF THE STUDY

Table 1. **Specification aspects observed in the class**  
(Observation guides)

Table 2. **Specification aspects asked in the interview**  
(Interview guides)

Table 3. **Specification Table of Speaking Rubric Assessment**

Table 1. **Specification Aspects observed in the class**

No.	Variables	Indicators	Number of Items
1.	A. The use of information gap in the teaching and learning process, especially in speaking.  Raptou (2001: 211)  Internet TESL Journal, Vol. XII, No. 11  (Ur, 1996)  (Neu & Reeser, 1997)	a. The setting of speaking practice	
		- Information gap in pair work	1
		- Information gap in group work	2
		b. The students' attitude and motivation	
		- Pay attention to the teacher explanation	3
		- Learners' talk a lot	4
		- Participate actively	5
		- Answer the teacher's questions	6
		- Respond their friends' question	7
		- Students' positive emotion	8
		- Show enthusiasm during the activity	9
		- Interest with the teaching techniques	10
		- Interest with the materials	11
		c. The use of materials	
		- Choose the interesting materials	12
		- Provide materials to create students' interaction	13
- Exchange of information	14		
d. Use acceptable language level			
- Use relevant utterances	15		
- Easy comprehensible utterances	16		
TOTAL			16

Table 2. **Specification Tables of Interview**

No.	Variables	Indicators	Number of Items
1.	The condition during the teaching of speaking	a. The interaction between teacher and students	1,12
		b. The interaction between students	2,13 3,14
		c. Improvement in speaking skills	4,15
		d. The students' English proficiency	
2	Students' behavior in the classroom	a. The students' participation	5,16
3	The teaching method	b. The students' habit	6,17
		a. The implementation of pair work and group work	7,18
4	The use of information gap activities in the teaching-learning process	b. The students' responses to group work and pair work	8,19
		a. The implementation of information gap activities	9,20
		b. The materials used	10,21
		c. The students' responses	11,22
TOTAL			22

Table 3. **Specification Table of Speaking Rubric Assessment**

No.	Name	Scores of Assessment Aspect				Total Mark	Score
		Fluency	Pronunciation	Accuracy	Vocabulary		
						<b>Mean :</b>	



## APPENDIX B: FIELD NOTES

- **Field Note 1 (3 November 2010)**

**Place : VIII D**

**Time : 11.15-11.45**

**R : Researcher**

**GBI : Guru Bahasa Inggris**

**S : Siswa**

**Observation and interview**

1. R datang ke sekolah pukul 7.45 WIB untuk menemui GBI yang mengampu kelas VIII, yaitu Ibu Dra. Kristyowati, M. Hum. R menyampaikan maksud kedatangannya kepada GBI.
2. R mewancarai dan berdiskusi dengan GBI mengenai pembelajaran bahasa Inggris di sekolah. R menanyakan tentang kemampuan bahasa Inggris siswa kelas VIII, teknik yang digunakan oleh GBI dalam mengajar bahasa Inggris, media yang digunakan, aktivitas, dan fasilitas yang tersedia.
3. Setelah semua informasi yang dibutuhkan telah didapat dan jam pelajaran telah memasuki jam ke-tujuh (pkl. 11.45), kemudian GBI dan R menuju ke ruang bahasa Inggris untuk melihat kegiatan pembelajaran bahasa Inggris di kelas VIII D.
4. Tiba di ruang bahasa Inggris, GBI memperkenalkan R kepada para S. GBI memberitahu S bahwa selama beberapa bulan ini R akan melakukan penelitian di sekolah ini.
5. Setelah itu, R duduk di bangku belakang dan mengamati KBM (kegiatan Belajar Mengajar) di kelas. GBI kemudian menanyai salah seorang S tentang ciri-ciri teks recount, tapi S tersebut tidak bisa menjawab. Kemudian GBI sedikit memarahi S tersebut sehingga S tersebut kelihatan sangat ketakutan. Setelah itu, GBI menjelaskan recount text secara singkat, kemudian GBI menyuruh siswa untuk mencatat sebuah teks recount yang berjudul Yogyakarta.
6. Suasana kelas saat itu terlihat agak kaku karena siswa cenderung diam. Pada waktu diberi tugas, siswa terlihat kurang jelas dengan instruksi dan penjelasan GBI, tapi sepertinya siswa takut bertanya.
7. GBI memberikan waktu 20 menit untuk mencatat teks recount tersebut. Kemudian GBI meninggalkan kelas beberapa menit lamanya. R tetap berada di kelas.
8. Selama GBI meninggalkan kelas, keadaan kelas menjadi agak lebih ramai. Ada beberapa S yang membuat keributan. Tiba-tiba, GBI datang dan langsung menegur S yang ramai dan menyindir mereka, "Do ra iso we kog do rame." Kemudian para S terdiam semua.

9. Pukul 12.15 WIB, S belum selesai mengerjakan tugas merangkum, kemudian guru menyuruh S untuk melanjutkannya di rumah masing-masing dan meretellnya di depan kelas pada pertemuan berikutnya (hari Sabtu).
10. Setelah itu, GBI langsung meninggalkan kelas tanpa mengucapkan salam dan mereview materi yang telah dipelajari.
11. R kemudian menghampiri beberapa S yang masih berada di bangku mereka. R menyampaikan maksudnya untuk mewawancarai mereka tentang pembelajaran bahasa Inggris di sekolah.
12. R menanyai satu S perempuan dan satu S laki-laki. R bertanya tentang pendapat mereka mengenai pembelajaran bahasa Inggris di sekolah. Kedua S tersebut mengatakan bahwa pembelajaran bahasa Inggris di SMP ini sangat membosankan. S kedua mengatakan bahwa GBI sering tidak masuk kelas, dan ketika menyampaikan materi, tidak jelas. Selain itu, S yang pertama menambahkan bahwa GBI sangat galak sehingga membuat siswa takut untuk bertanya.
13. Setelah informasi yang dibutuhkan sudah tercukupi, R mengakhiri wawancara dengan S dan kembali ke ruang guru untuk bertemu GBI dan mendiskusikan rencana selanjutnya. R menyampaikan maksudnya untuk melakukan observasi lagi besok Sabtu untuk memperoleh data pre-test speaking para S. Setelah itu, R meminta ijin untuk pulang.

• **Field Note 2 (6 November 2010)**

**Place : VIII D**

**Time : 07.15 – 8.35**

**Pre-test**

1. R datang ke sekolah pukul 6.50 WIB dan langsung menuju ke ruang guru untuk menemui GBI. Sebelum memasuki kelas, GBI dan R berbincang-bincang mengenai hasil observasi kemarin.
2. Setelah itu, pada pukul 7.15, GBI dan R masuk ke ruang bahasa Inggris.
3. Ketika memasuki ruang bahasa Inggris, guru langsung menunjuk salah satu S untuk menceritakan kembali teks recount yang telah dirangkum. Kemudian GBI duduk di meja guru dan R duduk di bangku belakang dan menyuruh siswa yang duduk di bangku belakang untuk pindah ke bangku depan yang masih kosong.
4. S yang pertama kali disuruh untuk maju terlihat gugup sehingga tidak lancar ketika menyampaikan cerita.
5. Ketika S yang pertama menyampaikan ceritanya, ada beberapa siswa yang asyik menghafal teks mereka sendiri. Akan tetapi, GBI tidak menegur S tersebut.
6. Kemudian, guru menunjuk S berikutnya untuk maju ke depan kelas. Kemudian semua S mendapat gilirannya. Dari keseluruhan S yang

menyampaikan ceritanya di depan kelas, hampir semuanya memiliki kemampuan speaking yang masih rendah. Kebanyakan dari mereka masih salah mengucapkan beberapa kata dalam bahasa Inggris, seperti accompany, asked, brought, finally, and summary.

7. Setelah semua siswa mendapat gilirannya, kemudian GBI memberikan feedback tentang penampilan mereka. GBI memfokuskan kesalahan mereka yang kebanyakan menggunakan present tense ketika meretell sebuah cerita. GBI memberi tahu siswa kalau recount text itu menggunakan past tense.
8. Kemudian GBI menutup pelajaran dan meninggalkan kelas tanpa mengucapkan good bye.

• **Field Note 3 (10 November 2010)**

**Place : VIII D**

**Time : 11.45-13.05**

**R : Researcher**

**GBI : Guru Bahasa Inggris**

**O (C) : Observer (Collaborator)**

**Action Cycle 1a**

1. R datang ke sekolah dengan teman R pukul 11.00. Kemudian R dan teman R menuju ke ruang guru untuk bertemu GBI. R memberi tahu GBI bahwa R mengajak temannya sebagai observer. Sebelumnya R telah memberitahu GBI bahwa R yang akan mengajar S kelas VIII D dan yang menjadi observernya adalah teman R yang juga peneliti di sekolah ini.
2. Setelah itu, GBI, R, dan O masuk ke ruang bahasa Inggris. GBI memberi tahu S VIII D bahwa untuk beberapa pertemuan ini R yang akan mengajar bahasa Inggris. Kemudian, GBI mempersilahkan R dan O untuk mengajar.
3. R memperkenalkan diri dan menyampaikan tujuannya mengajar bahasa Inggris di kelas VIII D. O kemudian duduk di bangku paling belakang untuk mengamati keadaan kelas.
4. R kemudian memberikan beberapa pertanyaan apersepsi kepada para S. R bertanya, "Have you ever read a recount text?" kemudian beberapa S menjawab, "yes", setelah itu, R bertanya lagi, "What was it?", hanya ada beberapa S yang menjawab pertanyaan R, dia menjawab "my experience, my mother's shopping list and so on". S yang lainnya hanya terdiam dan kemudian R bertanya lagi, dengan suara yang lebih keras, "Have you ever retold a recount text? Apa kalian pernah menceritakan kembali sebuah teks recount dalam bentuk monolog? Kemudian para S menjawab pernah.
5. Setelah itu, R bertanya lagi, "Can you mention some characteristics of a recount text?" tolong sebutkan ciri-ciri teks recount!" kemudian S menjawab dengan semangat, "using past tense", terus R bertanya lagi, "how about the organization of a recount text? Bagaimana dengan bagian-bagian teks recount? Ada yang tahu? Kemudian S menjawab, "orientation, sequent of even, and re-orientation." Kebanyakan S yang menjawab pertanyaan-

pertanyaan R tadi adalah S yang duduk di deretan depan sementara itu beberapa siswa yang berada di deretan belakang hanya diam.

6. R memberikan sebuah contoh monolog teks recount kepada para S. Kemudian R menyuruh salah satu S yang duduk di pojok belakang untuk membacakannya. Pada waktu S tersebut membacakan teks monolog, ada beberapa S yang asyik membacanya sendiri, sehingga R meminta S tadi untuk membacanya lebih keras sehingga S yang lain bisa mendengar.
7. R kemudian menjelaskan dan mendiskusikan contoh monolog teks recount yang telah diberikan tadi. R bertanya kepada para S, “Can you mention the differences between reading a recount text aloud and retelling a recount text?” S hanya terdiam, kemudian R bertanya lagi dalam bahasa Indonesia, “Apa perbedaan meretell sama membaca dengan keras?” S masih terlihat bingung dan tidak menjawab pertanyaan tersebut. Kemudian R menjelaskan tentang perbedaannya dengan menunjukkan contohnya pada teks monolog yang telah diberikan. Setelah itu, R bertanya kepada S tentang social function dari teks tersebut dan hampir semua S bisa menjawabnya.
8. R kemudian meminta S untuk melafalkan beberapa kata untuk mengecek pronunciation dan vocabulary mereka. Kata-kata tersebut adalah experience, finally, after that, and summary. Kata-kata yang masih salah diucapkan adalah summary, finally, and experience. R memberitahu pronunciation yang benar dari kata-kata tersebut. Selain itu, R juga bertanya tentang arti kata-kata tersebut dan kata-kata lainnya dalam contoh teks recount.
9. Setelah semua siswa paham tentang teks monolog recount, R menyuruh S untuk membentuk sepuluh kelompok yang masing-masing kelompok terdiri dari 3-4 orang. “Ok. now, make 9 groups and every group consists of 4 students. Here, I have 6 pictures which tell a story. Then, I’ll take picture number 1 and the rests are for you. Every group will get different picture. What you have to do is discuss the story of your group’s picture and after that you have to ask the stories from other groups to get the complete story. After you finished discussing the story in your group, I’ll take back the picture. So you can’t see the others’ pictures. Understand class?” karena beberapa S masih kurang jelas dengan instruksi yang diberikan, kemudian R mengulanginya dalam bahasa Indonesia dan semua siswa paham dan mulai berdiskusi.
10. Ketika R menyuruh S untuk mulai mendiskusikan gambar masing-masing, beberapa S bertanya lagi tentang cerita gambar nomer 1 dan mengenai instruksi yang harus mereka kerjakan. Kemudian R menjelaskan kembali tentang instruksi yang harus mereka lakukan dan cerita pada gambar nomer 1. Setelah itu S mulai berdiskusi dalam kelompok mereka masing-masing.
11. Selama para S berdiskusi dalam kelompok masing-masing, R mengontrol para S dengan mendatangi setiap kelompok dan mengecek diskusi mereka. Ada beberapa S yang bertanya tentang arti gambar mereka, tapi R tidak memberi tahu agar para S bisa memperkirakannya sesuai dengan pemahaman mereka.
12. Setelah itu, R meminta para S untuk bertukar informasi dengan S dari kelompok lain, sehingga cerita yang diperoleh bisa menjadi komplet dan

utuh. Ketika S melakukan aktivitas ini, hampir semuanya menggunakan bahasa Indonesia, sehingga R menegur para S untuk menggunakan bahasa Inggris, dan beberapa S menuruti perintah R.

13. Ketika para S bertukar informasi tentang gambar masing-masing, tidak semua S terlibat aktif. Ada beberapa S yang tetap berada dalam kelompok mereka, dengan alasan sudah ada S lain yang bertanya kepada kelompok lain. Kemudian R meminta S tersebut untuk bertanya kepada kelompok lain sehingga tidak mengandalkan satu S saja dan semua cerita bisa cepat terangkai.
14. Pukul 12.50 ada beberapa kelompok yang belum selesai merangkai keseluruhan cerita, sehingga R menyuruh mereka untuk menyelesaikannya di rumah dan menyuruh mereka untuk mempersiapkan diri mereka untuk maju kedepan kelas menceritakan keseluruhan gambar pada pertemuan selanjutnya.
15. Setelah itu, R menutup pelajaran dengan mengucapkan salam, "See you next Saturday", dan S menjawab, "See you."

• **Field Note 4 (13 November 2010)**

**Place : VIII D**

**Time : 07.15-8.35**

**Action Cycle 1b**

1. R datang ke sekolah pukul 6.50, kemudian bersama O langsung masuk ke ruang bahasa Inggris VIII D.
2. Kemudian R menyapa S, "how are you getting on?", S hanya diam dan terlihat bingung. Kemudian R bertanya lagi dengan kalimat yang lebih umum, yaitu "How are you today?" dan S menjawab, "fine." "Anyway, do you still remember our task in the last meeting? Masih ingat dengan tugas yang saya berikan? "tugas apa?", "yang suruh perform kedepan itu lho, teks yang Bu Kris kemarin". "waduh belum siap e." "OK, I'll give you several minutes to prepare it"
3. Setelah 15 menit, R menawarkan kepada S untuk maju ke depan kelas. "any volunteer?", tapi tidak ada S yang bersedia. Kemudian R memanggil salah satu S, yaitu Alfin Sugandi. Setelah itu, Alfin disuruh untuk menunjuk S berikutnya untuk maju, begitu seterusnya. Pada pertemuan kali ini, R hanya membatasi 10 siswa yang maju kedepan kelas, karena keterbatasan waktu dan karena R hanya ingin mengetahui perkembangan speaking S.
4. Setelah kesepuluh S maju, R kemudian memberikan feedback. R berfokus pada fluency, pronunciation, dan vocabulary mereka. Sebagian besar dari S yang maju tadi banyak melakukan kesalahan pronunciation, seperti penggunaan present tense. Kata-kata yang salah diucapkan yaitu "experience, finally, summary, and feel". Mereka melafalkan kata tersebut dengan /ekperien/, /finali/, /summary/, and /fel/ Selain itu, S juga masih belum lancar dalam memonologkan teks recount dan vocabulary mereka juga masih sangat terbatas.

5. Ketika R memberikan pengucapan yang benar atas beberapa kata tadi, S sangat antusias menirukan pengucapan yang benar, bahkan ada S yang bertanya tentang pengucapan beberapa kata yang hampir sama, yaitu, hat, and head. Kemudian, R memberitahu pengucapan ketiga kata tersebut.
6. Setelah itu, R melanjutkan ke aktivitas berikutnya. R meminta S untuk membuat kelompok yang terdiri dari 4 orang. Setiap S dalam kelompoknya akan memperoleh sebuah teks yang rumpang dimana bagian yang rumpang tersebut berbeda dengan S yang lainnya. Sehingga setiap S harus menceritakan bagian yang didapat kepada ketiga orang temannya dalam kelompok tersebut agar setiap S mempunyai cerita yang utuh. Dalam kegiatan ini, S tidak boleh menyalin tulisan yang ada pada teks temannya, melainkan mereka harus menulis sendiri kalimat tersebut sesuai dengan pemahaman mereka setelah mendengarkan cerita dari teman. Selain itu, S dilarang menunjukkan teks yang mereka terima kepada teman lainnya.
7. Setelah S paham dengan instruksi dari R, kemudian S mulai bekerja dalam kelompok masing-masing. Pada aktivitas ini, semua S sudah terlibat aktif dalam kelompoknya karena setiap S mempunyai tugas yang berbeda-beda.
8. Ada dua orang S yang menulis bagian yang rumpang dengan kalimat yang sama persis dengan punya temannya, kemudian R menyuruh mereka untuk menulisnya menggunakan kalimat mereka sendiri, dan sesuai pemahaman mereka. Kemudian mereka mengganti tulisan mereka.
9. Pukul 8.35 para S belum selesai mengerjakan tugasnya, dan bel sudah berbunyi, sehingga R menyuruh mereka untuk mempersiapkannya untuk meretell pada pertemuan berikutnya.
10. Kemudian R menutup pelajaran dengan mengucapkan “see you next Wednesday” dan S menjawab, “see you”.

• **Field Note 5 (17 November 2010)**

**Place : VIII D**

**Time : 11.45-13.05**

**Action Cycle 1c**

1. R datang ke sekolah pukul 11.40 dan langsung menuju ke ruang guru untuk menemui GBI, kemudian GBI mempersilahkan R untuk langsung menuju ke ruang bahasa Inggris VIII D.
2. Setelah itu, R masuk ke ruang bahasa Inggris dengan O. R kemudian memberi salam kepada S dengan menanyakan kabar S.
3. Kemudian R menanyakan kepada S tentang tugas pada pertemuan lalu. S menjawab mereka belum siap, kemudian R memberi waktu 15 menit untuk menyelesaikannya.
4. Setelah itu, R memberikan kesempatan kepada S yang mau menjadi volunteer untuk menampilkan monolog yang telah dibuat. Kemudian, salah satu S yang bernama Ifah secara sukarela mau maju ke depan untuk menampilkan monolog yang telah dia buat dengan tidak terpaku pada teks. Setelah itu, beberapa S secara sukarela, mau maju ke depan, yaitu, Nissa, Fuad, Intan, dan

Adhi. Dari kelima S tersebut, terlihat sudah ada peningkatan dalam segi accuracy, fluency, dan vocabulary. Sementara itu, dari segi pronunciation, masih dijumpai beberapa kata yang salah pengucapannya, seperti kata accompany, asked, and brought. Mereka melafalkan kata tersebut dengan /akompani/, /asket/, and /brad/.

5. Setelah itu, R memberikan feedback atas penampilan kelima S tersebut dengan memberikan pronunciation yang tepat dari kata-kata yang tadi salah diucapkan oleh S. Selain itu, R juga bertanya kepada S tentang isi cerita dari monolog yang telah ditampilkan oleh beberapa S tadi kepada S yang tidak maju. "in the first performance, Diving in Bunaken Island, what's it mainly talked about? Ceritanya tentang apa?" kemudian beberapa S menjawab, "the writer's experience", "good", terus apa yang terjadi dengan penelam itu? What happened with the diver?", salah satu S menjawab, "they saw group of tiny fish", "Yes, that's right." So, what's the social funtion that can we take from this story, class?" "retell past even", "yes, it's retell past even"
6. Ketika S yang di baris depan menjawab pertanyaan-pertanyaan R, S yang berada di baris belakang malah asyik mengobrol dan membuat sedikit keributan dengan temannya sehingga menjadi ramai.
7. Kemudian R memberikan aktivitas lain yang masih berhubungan dengan teks recount. "aktivitas kali ini masih berhubungan dengan teks recount, kali ini, kalian harus bekerja secara berpasangan. Masing-masing pasang nanti akan mendapat satu buah cerita. Dari cerita tersebut, ada dua bagian yang blank yang ada gambarnya untuk membantu kalian memahami cerita, misalnya S satu mendapat blank pada paragraph kedua, sedangkan S kedua mendapat blank pada paragraph ketiga. Kemudian, masing-masing dari kalian harus memahami cerita yang kalian dapat tadi kepada pasangan masing-masing dengan menggunakan kata-kata kalian sendiri. Sehingga pasangan kalian akan paham mengenai bagian yang blank tadi dengan bantuan cerita kalian tadi dan juga dengan bantuan gambar yang ada. Paham?", "paham", jawab S.
8. Kemudian, R memberikaan beberapa waktu kepada para S. Pada aktivitas ketiga ini, semua S terlihat aktif dalam kelompoknya masing-msing dan mereka sudah lebih paham mengenai instruksi dalam aktivitas ini, kebanyakan sudah mulai merangkai kata-kata dengan kalimat mereka sendiri dengan bahasa Inggris.
9. Pukul 13.05 bel sudah berbunyi, sehingga R harus menghentikan aktivitas dan menyuruh S untuk melanjutkan besok pada pertemuan berikutnya. Kemudian S menutup pelajaran dengan mengingatkan S agar tidak lupa membawa kertas tugas yang telah diberikan dan memberikan kesempatan kepada S untuk menanyakan hal-hal yang belum jelas, tapi tidak ada S yang bertanya, sehingga R hanya mengucapkan salam, "See you next Saturday" kemudian S menjawab, "See you".

• **Field Note 6 (20 November 2010)**

**Place : VIII D**

**Time : 07.15-08.35**

**Action Cycle 1d**

1. R datang ke sekolah pukul 6.50 dan langsung menuju ke ruang untuk menemui GBI, tetapi ternyata GBI tidak ada diruangan. Kemudian R menunggu O di ruang guru.
2. Pukul 7.15, O datang, kemudian R dan O langsung masuk ke ruang Bahasa Inggris kelas VIII D. Setelah memberikan salam kepada para S, R kemudian menyuruh S untuk melanjutkan aktivitas pada pertemuan sebelumnya yang belum sempat terselesaikan.
3. R menjelaskan kembali tentang instruksi yang harus mereka lakukan. Kemudian R memberikan waktu 20 menit untuk menyelesaikannya. "OK, I'll give you 20 minutes to finish your story and you have to understand the story because you have to come in front of the class retelling the story using your own words, without bringing a paper. Bisa kan?". "wah, mbok pake kertas." "tidak boleh bawa tulisan, nanti kalian majunya lihat tulisan. Kemarin kan sudah maju pake tulisan, sekarang free, nggak bawa tulisan. Bisa ya? Harus bisa and semua harus siap." "ya"
4. Kemudian R mengunjungi setiap meja S untuk mengecek tugas mereka dan untuk mengecek pemahaman mereka tentang cerita yang mereka dapat. R bertanya pada salah satu S (Immanuel), "Have you finished? Sudah selesai?" "sudah miss" "good, sekarang coba retell the story. What is the story talking about?" "em, experience nya penulis miss." "Then, what happened?" "Diving In Bunaken Island". Lalu kapan penulis itu melakukan diving di Pulau Bunaken?" "tahun lalu miss", "excellent, now look at the end of the story, what happened with the writer, Ilham?", "Em....ga tau miss", "Coba sebelahnya, tau tidak (Juni)?" "Nggak miss". "Look at the last paragraph. Get the poin? What does the word enjoyable mean? Enjoyable artinya apa?" "Menyenangkan bukan miss" "Yes, benar, so the writer fells enjoy because the place was so impressive and enjoyable" Understand?" "yes" "siap-siap buat maju ya"
5. Kemudian R menuju ke meja lain dengan bertanya hal yang sama. Hampir semua S paham dengan cerita yang mereka dapat.
6. Setelah itu, R memberikan kesempatan kepada S untuk maju menceritakan kembali cerita tersebut dengan kalimat mereka sendiri. R menawarkan apakah ada sukarelawan yang mau maju kedepan. Sampai beberapa saat akhirnya ada satu S yang mau maju kedepan tanpa disuruh, yaitu Farida. Setelah itu, Fadhila, Tisa, Yuli, Ira, and Intan. Karena keterbatasan waktu, hanya 5 orang S yang bisa maju kedepan. Dari kelima performers' tersebut, hampir semuanya lancar dalam meretell story. Selain itu, kesalahan pengucapan jarang mereka lakukan. Kesalahan pengucapan terjadi pada kata-kata parents, family, and came. /parens/, /family/, and /kame
7. Setelah itu, R membahas tentang social function dari cerita-cerita recount tersebut. Kemudian R memberikan feedback tentang pronunciation dari kata-



kata yang salah mereka ucapkan dan mengulas tentang main idea dari cerita-cerita tersebut. Semua S sangat antusias menirukan pronunciation yang R berikan.

8. Kemudian di akhir pertemuan, R me-review organization dan characteristics of recount text.
9. Setelah itu, R menutup pelajaran. “See you”.

• **Field Note 7 (24 November 2010)**

**Place : VIII D**

**Time : 11.45-13.05**

**Action Cycle 2a**

1. R datang ke sekolah pukul 11.00, kemudian R langsung masuk ke ruang bahasa Inggris 2.
2. Setelah R menyapa S, R mempresentasikan materi dengan memperlihatkan gambar kepada. R memberikan pertanyaan yang sesuai dengan materi yang akan dipelajari. R bertanya kepada S, “Who is in the picture?” and some of them said, “Gita Gutawa” dan yang lainnya menjawab “artist”. Lalu R bertanya lagi, “What is the famous artist in the picture?” “Gita Gutawa”. By the way, what is Gita Gutawa looks like?” Lalu R meminta Anisa untuk mendeskripsikan Gita Gutawa, tetapi Anisa terlihat bingung. Lalu R bertanya “Do you know what kind of text which tell us how to describe a person?” tak berapa lama S menjawab “descriptive text”
3. Setelah itu, R bertanya tentang organization dan purpose/function of a descriptive text, dan hampir semua S bisa menjawabnya. R kemudian membagikan contoh teks written descriptive dan teks spoken descriptive kepada para S dan kemudian mendiskusikan dan menjelaskan tentang perbedaan keduanya. Hampir semua S bisa menyebutkan perbedaan kedua teks tersebut.
4. Sebelum melanjutkan ke aktivitas berikutnya, R melihat ada satu S yang bermain HP, kemudian R berkata, “I think we need to make a contract. Sepertinya kita butuh membuat kontrak perjanjian.” R menanyakan persetujuan S, “setuju?” “tentang apa?”, “kontrak ini tentang peraturan selama mengikuti pembelajaran bahasa Inggris. Yang pertama, kalian tidak boleh ramai selama saya menerangkan materi dan ketika ada teman kalian yang sedang maju ke depan kelas. Kalian hanya boleh ramai ketika aktivitas saja dan itupun harus berhubungan dengan topik yang dibahas. Setuju? Ada yang keberatan tidak?”, S menjawab, “tidak”, R melanjutkan lagi, “oke, kontrak yang kedua, usahakanlah menggunakan bahasa Inggris dalam aktivitas yang saya berikan, walaupun hanya beberapa kata yang menggunakan bahasa Inggris, salah tidak apa-apa karena lebih baik salah sekarang daripada salahnya besok-besok ketika kalian sudah besar. Bagaimana setuju?”, “setuju”, jawab S. Kemudian R melanjutkan lagi, “Tujuan dibuatnya kontrak ini agar suasana kelas menjadi kondusif dan

kalian bisa belajar dengan maksimal. Yang terakhir, tolong jangan bermain HP saat KBM.” Kemudian beberapa S menjawab, “lha kan buat liat kamus”, “oke, kalau buat liat kamus boleh, tapi kalau untuk sms-an yang nggak penting dengan temannya, tidak boleh. Setuju semuanya ya?” semua S menjawab, “setuju”.

5. Setelah dibuat kontrak, R melihat perubahan yang sangat drastis, yaitu suasana kelas menjadi lebih kondusif dan S tidak ada yang ramai. Kemudian, R melanjutkan ke practice. R menjelaskan tentang aturan dalam latihan kali ini. R menjelaskan kepada S bahwa mereka harus bekerja secara berpasangan untuk melengkapi bagian-bagian yang kosong dalam teks descriptive mereka dengan cara mendengarkan dari temannya yang teksnya tidak rumpang. R memberikan dua judul teks descriptive kepada setiap S. Mereka mempunyai kesempatan yang sama yaitu, keduanya harus melengkapi teks yang rumpang karena kedua S mendapatkan teks rumpang yang berbeda.
6. Setelah itu, S mulai mengerjakan practice yang diberikan, dan R mendatangi satu persatu dari mereka untuk melihat sejauh mana pemahaman mereka terhadap tugas yang diberikan. Semua S benar-benar melakukan instruksi dari R dengan baik. Tidak ada yang hanya sekedar meng-copy paste tulisan temannya.
7. Kemudian setelah semua S selesai melengkapi teks, R menyuruh mereka untuk membuat teks spoken dari teks descriptive yang rumpang. Semua S bisa membuat teks spoken dari teks written descriptive mereka. Mereka bisa menyelesaikannya dalam waktu 10 menit. Tidak ada S yang hanya meng-copy paste tulisan teks spoken descriptive milik teman sebangkunya.
8. Setelah semua S selesai membuat teks monolog, R menyuruh mereka untuk maju menampilkan teks monolog mereka. R memberi tahu S bahwa R akan memberikan point kepada S yang secara sukarela mau maju ke depan kelas menampilkan teks spoken yang telah dibuat. Ada beberapa S yang mau maju ke depan kelas secara sukarela. Tetapi, karena terbatasnya waktu, R hanya memberikan kesempatan untuk 3 S, Rizal, Tisa, and Yuli. Dari ketiga S tersebut, terlihat bahwa mereka sudah cukup paham tentang cara membuat spoken descriptive teks dan mereka sudah cukup lancar.
9. Kemudian R memberikan feedback terhadap penampilan ke tiga S tersebut dan memberikan pronunciation yang benar dan juga mengecek pronunciation. Semua S sangat antusias ketika R menanyakan tentang pronunciation kata-kata tersebut dan ketika menirukan pronunciation yang tepat.
10. Setelah itu, R menutup pelajaran dengan memberikan kesempatan S untuk bertanya, tetapi tidak ada S yang bertanya, kemudian R mengucapkan see you next Saturday.

• **Field Note 8 (1 desember 2010)**

**Place : VIII D**

**Time : 11.45-13.05**

**Action Cycle 2b**

1. R datang ke sekolah pukul 11.00 kemudian langsung masuk ke ruang bahasa Inggris VIII D. Seperti biasanya, R menyapa para S. Kemudian R bertanya tentang materi yang mereka pelajari pada hari Rabu untuk mengingatkan para S tentang materi tersebut. "Do you still remember what we have learnt in the previous meeting?" kemudian S menjawab, "Yeah". Kemudian R bertanya lagi, "What was it?" "Descriptive" "great. What is the purpose of a descriptive text?" kemudian salah satu S yang bernama Avia menjawab "to describe someone's physical appearance".
2. Karena semua S telah teringat dengan materi pada pertemuan yang lalu, R kemudian memberikan latihan. R menyuruh para S untuk membuat 9 kelompok yang masing-masing kelompok terdiri dari 4 orang. Masing-masing kelompok akan mendapatkan satu buah gambar tentang descriptive (artis). Kelompok tersebut harus mencermati gambar yang mereka dapat dengan teliti kemudian menuliskannya di buku mereka. Setelah itu, R akan meminta gambar-gambar mereka dan mereka harus melengkapi semua kolom tentang appearance dari artis dengan bertanya kelompok lain.
3. Pada saat S melakukan latihan yang diberikan, R mengawasi dan melihat mereka. Seperti biasa, R mengunjungi satu persatu meja mereka untuk melihat jalannya diskusi. R selalu mengingatkan S untuk menggunakan bahasa Inggris ketika mereka berdiskusi ataupun bertanya dengan S lain untuk mendapatkan informasi yang diinginkan.
4. Pada aktivitas ini, semua S sudah terlibat aktif dalam diskusi di masing-masing kelompok dan semua anggota kelompok juga mendapat pembagian tugas yang adil. Tidak ada anggota kelompok yang hanya duduk-duduk di kursi, seperti pada siklus sebelumnya.
5. Setelah semua S selesai mengerjakan tugas, R menyuruh beberapa S untuk maju kedepan menampilkan monolog yang telah dibuat. Siswa-siswa tersebut antara lain: Dodyd, fuad, juni, nuki, dan dyah. Dari kesemua S tersebut, sudah terlihat bahwa mereka sudah paham mengenai descriptive text dan juga mereka memberikan judul yang tepat untuk teks descriptive tersebut. Selain itu, kesalahan pengucapan sudah jarang dijumpai.
6. Setelah itu, R me-review tentang materi yang telah dipelajari dan memberikan kesempatan kepada S untuk bertanya, tetapi tidak ada S yang bertanya.
7. Kemudian R menutup pelajaran dengan mengucapkan good bye.

• **Field Note 9**

**Place : VIII D (4 Desember 2010)**

**Time : 07.15- 8.15**

**Action Cycle 2c**

1. R datang ke sekolah pukul 07.00, kemudian bersama dengan O, masuk ke ruang kelas VIII D.
2. Setelah itu, R menyapa S, "How are getting on, guys?", "Fine".
3. Kemudian R melanjutkan dengan pertanyaan eliciting. "Anyway, anyone of you has a birthday today? S terlihat bingung sehingga R bertanya lagi, "Is somebody celebrating birthday today?" "Ilham" "oh really? Bener Ilham?" "nggak," "Class, have you ever celebrated your birthday party? "not yet", "oh poor you, but have you ever been invited by your friends to come to his/her birthday party? S terlihat bingung sehingga R kemudian mengulangi pertanyaan tersebut dalam bahasa Inggris dengan lebih pelan, dan kemudian semua S menjawab "not yet", "but do you know how to invite your friends' to come to your party, don't you? Can you do it in English?". Beberapa S menjawab, "Can you come.....", "Can you join em....", "What, Nisa?" S menjawab, "Can you come to my birthday party? Yes that's right. What else? Para S tidak bisa menjawab pertanyaan R.
4. Kemudian R memberikan contoh sebuah dialog yang menggunakan ekspresi mengundang dan membuat janji. "OK, have you all got the paper? Sudah dapat semuanya?" "sudah" "I need three Ss to read aloud the dialog. Siapa yang mau? OK, Ilham as Ruben, Intan as Anita, and Andi as Ardib. OK?" kemudian mereka membaca dialog tersebut. Setelah itu, R menanyakan tentang ekspresi yang digaris bawahi dalam dialog tersebut, yaitu ekspresi inviting, accepting an invitation, refusing an invitation.
5. R kemudian mengecek pronunciation para S pada beberapa kata karena ketika reading aloud the dialog S melakukan kesalahan pengucapan. "How do you pronounce the word 'would'? Para S menjawab, "would, wold", kemudian R membenarkan, "wud". Selain itu R juga membenarkan pengucapan pada kata-kata tonight, sure, dan should.
6. Setelah itu, R menyuruh sekretaris kelas untuk menulis ekspresi-ekspresi yang lain. "Who is the secretary? Ada sekretaris nggak? Siapa?" "Ari." "Tolong tuliskan materinya,". Kemudian sekretaris menulis materinya dan S yang lain mencatat di buku mereka.
7. Setelah itu, R menerangkan tentang ekspresi-ekspresi yang telah ditulis oleh sekretaris. Setelah semua S paham, R melanjutkan ke aktivitas yang pertama. Pada aktivitas yang pertama, R memberikan masing-masing S sebuah kartu yang berisi situasi. S harus bekerja secara berpasangan. Salah satu S harus mengundang teman pasangannya sesuai dengan kartu yang diperoleh, dan teman yang diundang harus merespon sesuai dengan kartu yang diperoleh pula.
8. . "OK, now start to make the dialog. Oya, please remember that each of you, minimally speak 4 times, so the dialog should be too short. Understand?". Kemudian S menjawab, "OK".

9. Kemudian R mendatangi setiap meja S untuk meneliti pekerjaan dan pemahaman mereka. Ternyata masih ada beberapa S yang belum paham mengenai ekspresi mengundang, kebanyakan dari S menulis *would you come to my...*, dan S juga masih belum paham tentang penggunaan yang formal dan informal. Kemudian R memberi penjelasan pada masing-masing S.
10. Setelah semua S selesai membuat dialog, kemudian R menyuruh beberapa S untuk mempraktekkan dialog yang telah dibuat dengan pasangannya di depan kelas sambil diperagakan. Pasangan S yang tampil pertama kali adalah Avia dan Intan, kemudian Rizal dan Fajar, Alfin dan Andi, Fuad dan Sidiq, Bagas dan Budi.
11. Dari kesemua performers tersebut, hampir semua melakukan dialog dengan baik, walaupun masih dengan membaca teksnya. Dari performance S tersebut, R menemukan kesalahan pengucapan pada kata-kata *consultant*, *agenda*, dan *election*.
12. R kemudian melanjutkan aktivitas dengan memberikan masing-masing siswa satu kartu tentang suatu tempat. Mereka harus mengajak semua S di kelas sampai akhirnya menemukan pasangan dimana S harus menerima ajakan temannya jika tempat di kartu mereka sama persis dengan milik temannya dan sebaliknya, mereka harus menolak ajakan tersebut jika kartu mereka berbeda. Selain itu, mereka harus menulis nama teman yang menerima dan menolak ajakan mereka beserta alasannya.
13. Dalam aktivitas kedua ini, semua S tampak aktif mengelilingi semua S di kelas untuk mendapatkan informasi yang mereka butuhkan. Hampir semuanya menggunakan ekspresi mengundang dan membuat janji dengan tepat. Misalnya, beberapa S seperti Woro, Dyah, Andri, dan Fitri menggunakan ekspresi *'Can you accompany me to go to ....?'* Dan selama aktivitas ini penggunaan bahasa Inggris dapat terkontrol dengan baik. hampir semua S menggunakan bahasa Inggris untuk mengundang/mengajak temannya.
14. Setelah itu, R memberikan feedback tentang penampilan mereka dan kemudian menutup pelajaran. *"See you next Wednesday"*, dan S menjawab, *"See you"*

• **Field Note 10**

**Place : English Room 2 (8 Desember 2010)**

**Time : 11.45-13.05**

**Action Cycle 2d**

1. R datang ke sekolah pukul 11.00 kemudian R langsung menemui GBI di ruang guru untuk memberi tahu bahwa hari ini adalah pertemuan terakhir dan besok Sabtu akan ada post-test.
2. Kemudian R membuka pelajaran dengan mengucapkan salam/greeting dan menanyakan kabar S. Setelah itu, R menanyakan tentang materi yang telah dipelajari pada pertemuan sebelumnya. *"Do you still remember the material we have learnt in the previous meeting?"* *"Inviting"*. *"Good, how do you invite your friends to come to your birthday party?. OK, Nisa."* *"Would you like to come to my birthday party?"* *"Good, what else? Yes, Andri."* *"Do you*

want to come to my birthday party?” “Great. OK, today we’re going to learn the same material, inviting someone. OK, let’s start our first activity.”

3. R kemudian menjelaskan tentang aktivitas yang pertama. “Well, for the first activity, you have to work in pairs. Then, I will give each of you different cards, invitation card and a today’s schedule card. What you have to do is making dialog using the expression of inviting. Students with the invitation cards have to invite the partners to somewhere based on the cards, by giving the desired time, for example, do you want to go with me to Beringharjo market this evening?. Meanwhile, the partners should accept/refuse it based on schedule card. They can accept the invitation if the time given is the same as their free time in the schedule. Do you get it?. Ternyata beberapa S belum paham dan meminta R untuk memberikan contoh.
4. R kemudian memberikan contoh. “OK, assume that this is A student (gets an invitation card) and B student (gets a schedule card).  
 A: Hi,  
 B: What are you doing?  
 B: Hi, A. I’m reading a novel.  
 A: Wow, is it interesting?  
 B: Yes, of course.  
 A: Anyway, do you want to accompany me to go to Jogjatronik this evening?  
 B: This evening? Em, what time is it going to be, anyway?  
 A: At 3 p.m.  
 B: 3 p.m? Oh I’m sorry I can’t because I’ve to join basketball extracurricular activity.  
 A: Oh poor me. Do you have any spare time today?  
 B: How about 4.30 p.m? I have no agenda in that time.  
 A: OK, that will be fine. Well, I pick you up at 4.30 p.m., be ready B. see you.  
 B: OK. I’ll wait for you. See you.
5. Setelah mendapat contoh dari R, S kemudian paham dan mulai melakukan dialog. R kemudian mendatangi meja S satu persatu untuk mengecek pemahaman mereka dan mengecek dialog mereka. R meminta setiap pasangan S untuk melakukan dialog dan didengarkan oleh R. Dari hasil pengamatan tersebut, terlihat bahwa hampir semua S dapat melakukan dialog secara spontan, meskipun ada beberapa yang masih belum fluent (lancar). Selain itu, ada 3 pasang S yang menulis dialog yang dibuat, kemudian R menyuruh mereka untuk mempraktekan dialog mereka tanpa melihat teks, dan mereka bisa, bahkan ada yang lancar dan dialognya juga bagus. Dari S yang mempraktekan dialog tersebut, kesalahan pengucapan terjadi pada kata-kata schedule, accompany, dan spare.
6. Setelah semua S mempraktekan dialog mereka, R kemudian memberikan aktivitas yang selanjutnya. “For the next activity, you will work individually. I’ll give each of you two cards, invitation card and excuses card. Here, in invitation card, there are three points that you have to invite your friends to come. There are also three points in your excuses cards. Each of you will

have opportunity to invite and to be invited. You can accept/refuse your friends' invitation based on your excuses card. For example, if your friend invites you to watch SID concert, and in your excuses card there is stated that you don't like music, whereas SID is a rock band, so you have to refuse the invitation. You have to at least find 2 partners to go to each place/situation. Understand class?". S menjawab "Understand". "OK, you have to ask all of your friends in this class."

7. Kemudian R memberikan masing-masing S kartu. Setelah itu, S langsung mempraktekkan tugas yang diberikan. S sangat terlihat antusias dalam aktivitas ini. Semua S terlihat aktif dalam menyelesaikan tugas. Semua S tampak senang dengan aktivitas ini. Setelah semua S menyelesaikan aktivitas yang kedua, R menyuruh S untuk melaporkan nama-nama teman yang menerima ajakan dan menolak ajakan mereka. R hanya menunjuk beberapa S untuk melaporkannya.
8. Setelah itu, R menutup pelajaran. "Well, I think it's enough for today. Any questions so far? Ada kesulitan nggak tadi?" "no". Setelah itu R memberi tahu bahwa pertemuan selanjutnya akan ada post-test. R memberi tahu S tentang test besok. Setelah semua S paham mengenai post-test yang akan dilaksanakan, R menutup pelajaran, "Good. Ok, thank you for your attention, see you next Wednesday and be ready for the test." "See you"

## APPENDIX C: INTERVIEW TRANSCRIPTS

### • Interview Transcript 1

**Interviewer : The Researcher (R)**  
**Interviewee : English Teacher (ET)**  
**Day/Dat : Wednesday/ 28 Oktober 2010**  
**Time : 08.00 a.m.**  
**Place : Teacher Room**

- R : Ibu, bagaimana menurut Ibu kemampuan bahasa Inggris anak-anak kelas VIII?
- ET: Kemampuannya ya masih sangat terbatas. Karena mereka dari beberapa macam SD yang berbeda-beda.
- R: Terus kalau dalam kelas mereka seperti apa Bu? Apa mereka aktif ketika disuruh maju atau performance gitu Bu?
- ET: Kalau dalam kelas lumayan aktif karena mereka subyek bukan obyek.
- R : Terus aktivitas apa yang Ibu kembangkan ketika speaking?
- ET: Ya tergantung topiknya, misalnya memperkenalkan, pamitan, perpisahan itu ya disesuaikan aja, suruh maju praktik.
- R : kalau Ibu ngajar biasanya siswa disuruh untuk mengerjakan in group, in pair, atau individu Bu?
- ET: In pair karena waktunya kan terbatas. Kalau semuanya disuruh maju waktunya kan nggak cukup.
- R : Kira-kira dengan teknik seperti itu murid lebih tertarik nggak Bu?
- ET: Ya tergantung motivasinya. Kalau kita memberi motivasi pada anak pasti mereka jadi bersemangat untuk belajar.
- R : Ada tidak masalah-masalah yang Ibu temukan selama mengajar speaking?
- ET: Kalau masalah justru jumlah siswa itu yang jadi masalahnya. Karena jumlah siswa di setiap kelasnya itu kan 36, itu aja lebih sedikit daripada dulu 40 siswa. Lebih sedikit siswa lebih gampang memonitor kemampuan anak per person. Kalo lebih banyak siswa lebih sulit mengenal per person.
- R : kalo mengenai fasilitas ada masalah nggak Bu?
- ET: kalo fasilitas belum karena lab-labnya masih biasa-biasa saja, fasilitas yang lain juga belum merata, seperti LCD. LCD Cuma ada di laboratorium.
- R : Kalau mengenai media selama ini apa saja yang sering Ibu gunakan?
- ET: ya seperti CD, kaset, LCD.
- R : Kalo pake potongan-potongan kertas seperti itu sudah pernah belum Bu?
- ET: O pernah, tapi sulit ngrawatnya. Gampang hilang.
- R : Gambar-gambar dari kertas gitu juga sudah pernah belum Bu?
- ET: sudah, tapi ya itu tadi nggak telaten.
- R : Kalo Kepala Sekolah apakah mendukung pembelajaran bahasa Inggris selama ini?
- ET: Kalo bapak kepala sekolah sih mendukung, tapi secara umum tidak per bidang studi.
- R : oya kalo begitu sudah cukup Bu, nanti setelah saya observasi saya interview Ibu lagi. Terima kasih, Bu Kris.



ET: oya.

• **Interview Transcript 2**

**Interviewer : The Researcher (R)**  
**Interviewee : English Teacher (ET)**  
**Day/Date : Saturday/30 Oktober 2010**  
**Time : 09.00 a.m.**  
**Place : Teacher Room**  
**After Observation**

R : Siang Bu, tadi kan saya sudah melihat kondisi kelas, dan saya mau concern ke speaking mereka saja. Rencana saya, saya mau pake information gap activity. Bagaimana tanggapan Ibu?

ET: ya information gap itu bagus karena membuat siswa lebih aktif dengan gap-gap itu.

R : Apa Ibu pernah menggunakan information gap activity untuk speaking skill?

ET: Pernah, tapi jarang.

R : Ada saran tidak Bu untuk info gap activity yang besok mau saya terapkan?

ET: ya divariasasi aja topiknya, jadi semua siswa dapat topik yang berbeda, misalnya perpasang anak dapat topik tentang belanja, yang lain dapat apa gitu, dibeda saja biar siswa tidak bosan.

R : oya, em, selama ini Ibu memakai buku pegangan apa?

ET: Wah kalo saya itu nggak pernah berpacu pada buku e mbak. Dari dulu siswa saya bebaskan intuk memakai buku apapun karena saya juga males e kalo dibilang jualan buku. Terserah mereka mo pake buku apa. Besok mau ada modul yang dibuat guru-guru sini tapi untuk saat ini belum jadi. Terus selama ini kalo saya nemu materi yang menarik dari berbagai sumber saya ketikkan trus saya bagikan.

R : o gitu, kalo begitu besok saya pakai buku saya sendiri saja. Terima kasih ya Bu atas waktunya.

ET: ya ya.

• **Interview Transcript 3**

**Interviewer : The Researcher (R)**  
**Interviewee : Student of VIII D Class (S)**  
**Day/date : Wednesday/ 3 November 2010**  
**Time : 09.15 a.m.**  
**Place : English Classroom**

R: Hai, namanya siapa dek?

S: Putri Nurlita Sari

R: Selama ini pendapat adik tentang Bahasa Inggris gimana?

S: Ya, asyik pelajarannya tapi sih tergantung gurunya

R: Kog gitu. Trus kalo dengan Bu Kris bagaimana?

S: Kurang suka  
R: Kenapa?  
S: Kalo jelasin itu tidak jelas  
R: Terus?  
S: Em, apa ya? Suaranya itu lho, kurang jelaslah, pokoknya nggak enak, galak.  
R: O gitu. Sering pake bahasa Indonesia atau bahasa Inggris Ibunya?  
S: Heh?  
R: Ibunya kalo menjelaskan suka pake bahasa Inggris atau Indonesia?  
S: Bahasa inggris  
R: Aktivitas yang digunakan ibunya apa?  
S: Jarang masuk. Cuma ngasih tugas  
R: Jarang masuk? Lha kalo speaking inget nggak? misalnya introducing gitu?  
S: Enggak  
R: Belum pernah po?  
S: Belum  
R: Cuma sering ngasih tugas?  
S: Ya  
R: Kamu kan suka bahasa Inggris, terus selama ini belajar bahasa Inggris dimana aja selain di sekolah?  
S: Ya cuma di sekolah, sama ikut les  
R: Sebenarnya seneng nggak sih kalo disuruh maju-maju gitu? Misalnya disuruh performance?  
S: Enggak  
R: Kenapa?  
S: Enggak bisa  
R: Kan biar aktif  
S: Lha gurunya nyebai  
R: Nyebai gimana?  
S: Ya nyebai aja.  
R: Trus ibunya pernah pake media belum selama mengajar?  
S: Belum  
R: Trus selama ini diajarin apa selain ngasih tugas?  
S: Kadang-kadang kosong  
R: Selain kosong apa, yang masih ingat?  
S: Apa yo? He..  
R: Pernah disuruh apa gitu?  
S: Belum kan kalo pas jam bahasa inggris itu sering libur. Kalo Sabtu kemarin kan tes iq jadi jarang masuk  
R: Mungkin ada yang diinginkan kalo ngajar itu gimana? Pengajarannya gitu? Sarannya?  
S: Buat Bu Kris?  
R: Ya buat guru-guru  
S: Kalo jelasin itu yang sejelas-jelasnya, jangan galak-galak, muridnya takut  
R: Terus tentang aktivitasnya kayak apa yang diinginkan? Kegiatannya  
S: Khusus bahasa Inggris atau yang lain?  
R: Ya, bahasa Inggris

S: Ya apa ya?  
 R: Diskusi atau gimana...  
 S: Enakan ngerjain soal aja  
 R: Terus speaking gimana, biar bisa bicara?  
 S: Speakingnya kata-katanya aja  
 R: Suka enggak kalo diskusi gitu, 2 orang terus praktek.  
 S: Ya suka, lumayan..  
 R: Makasih ya  
 S: Ya..

• **Interview Transcript 4**

**Interviewer : The Researcher**  
**Interviewee : Student of VIII D**  
**Day/date : Saturday/ 6 November 2010**  
**Time : 10.55 a.m.**  
**Place : English Classroom**

R: Namanya siapa dek?  
 S: Alfin  
 R: Suka enggak sama bahasa Inggris?  
 S: Suka sekali  
 R: Kenapa?  
 S: Yo, kan, gimana ya mbak, kalau kita bisa bahasa Inggris bisa internasional gitu  
 R: Bahasa internasional maksudnya?  
 S: Hoo  
 R: Terus tanggapannya gimana tentang pengajaran bahasa Inggris  
 S: Kalo bahasa Inggris di SMP itu masih kurang kayaknya yang kelas VIII  
 R: Kurangnya gimana?  
 S: Ya gimana ya, yo belum memenuhi kriteria  
 R: Kriterianya yang seperti apa?  
 S: Kalau nerangin yang dong gitu lho mbak, terus kalo ngajar itu kayak guru-guru lain. Pertama kalo guru bahasa Inggris sini kan masuk langsung enggak salam enggak apa gitu, langsung nyuruh siapa gitu lho mbak.  
 R: O gitu  
 S: Iya  
 R: Terus aktivitasnya biasanya seperti apa untuk speaking? untuk speaking dek, biasanya suruh ngapain?  
 S: Belum  
 R: Belum pernah?  
 S: Suruh maju, nganu itu lho, ngapalin sebuah teks itu lho  
 R: O ngapalin, retell?  
 S: Hooh, tapi belum  
 R: Terus sarannya gimana buat guru. Pengennya kamu seperti apa kalo guru ngajar bahasa Inggris itu?  
 S: Gimana ya mbak?

R: Gimana? Yang aktif, suka enggak kalo aktif, disuruh maju-maju?  
 S: Hooh yang aktif, banyak kegiatan yang nggak membosankan  
 R: Berarti menurutmu selama ini membosankan?  
 S: Iya  
 R: Terus suka diskusi apa sendiri?  
 S: Biasanya aku sukanya malah yang sendiri  
 R: Malah sendiri? Kenapa kok enggak yang in pair atau berdua gitu?  
 S: Kalo berdua itu masih suka, kalo berapa orang lebih dari dua itu kayaknya malah enggak konsentrasi, terpecah belah  
 R: Kalo untuk speaking gimana?  
 S: Maksudnya?  
 R: Misalnya membuat dialog atau mewancarai teman, kan lebih dari 1 lebih dari 2 orang kan. Suka enggak?  
 S: Suka  
 R: Berarti kamu lebih suka yang lebih aktif kan, yg disuruh maju-maju?  
 S: Iya  
 R: Berarti selama ini bapaknya belum pernah menggunakan media?  
 S: Belum. Masih...  
 R: Masih writing ya?  
 S: Iya  
 R: Enggak ada buku sumber?  
 S: Enggak, paling cuma selebaran-selebaran  
 R: Pake LCD juga belum pernah?  
 S: Belum  
 R: Ya sudah, makasih ya dek  
 S: Ya

#### • Interview Transcript 5

**Interviewer : The Researcher (R)**  
**Interviewee : Collaborator (O)**  
**Day/Date : Saturday/ 6 November 2010**  
**Time : 09.15 a.m**  
**Place : SMP N 2 Sleman**

#### Cycle 1a

R: Bagaimana menurut Ibu tentang action yang saya lakukan tadi?  
 C: Menurut saya action yang mbak tadi lakukan sudah cukup efektif tetapi hanya beberapa siswa saja yang aktif, terutama yang di depan, mereka aktif menjawab pertanyaan-pertanyaan dari mbak tetapi yang lainnya itu kebanyakan rame.  
 R: Lalu, ada saran untuk action yang selanjutnya Bu?  
 C: Mungkin karena rame itu, kan mereka tidak mendapat pembagian tugas yang merata. Mungkin di action selanjutnya mbak bisa memberikan pembagian tugas yang merata pada setiap siswa sehingga mereka bisa berperan aktif dalam pembelajaran.

R: Menurut Ibu, tadi siswanya aktif tidak?  
 C: Ya itu yang aktif hanya yang didepan saja, yang di deretan belakang kebanyakan rame, tidak memperhatikan.  
 R: Lalu menurut Ibu aktivitas yang saya berikan tadi sesuai tidak?  
 C: Sudah sesuai, karena aktivitas yang diberikan itu membuat siswa berinteraksi dengan baik, mereka bisa bekerja sama dengan teman yang lain.  
 R: Oke, terima kasih ya..  
 C: Ya...

• **Interview Transcript 6**

**Interviewer : The Researcher (R)**  
**Interviewee : Students (S)**  
**Day/Date : Wednesday/10 November 2010**  
**Time : 13.10 p.m.**  
**Place : VIII D**  
**Cycle 1b**

S1: Anggit  
 S2: Diah  
 S3: Ratna  
 R :Bagaimana menurut adik-adik tentang aktivitas speaking tadi?  
 S1: Menurut saya, lumayan bagus daripada gurunya, kalo gurunya itu sering ninggalin,nggak tepat waktu  
 S2: Ho'o, nggak tepat waktu. Cuma suara mbak itu kurang keras  
 S3: Nggak jelas gurunya itu kalo bicara mbak  
 S1: Materinya itu kurang mbak, seharusnya itu materinya ditulis di papan tulis  
 S2: Misalnya kalo recount itu kan pake past tense, sebaiknya ditulis di papan tulis karena kita belum jelas soalnya gurunya tidak pernah menerangkan  
 R: Oke, ada saran?  
 S1: Suaranya kurang keras, trus kurang kontrol kelas  
 S2: Kurang tegas  
 S3: Iya. Kurang tegas, tapi jangan tegas-tegas banget  
 R: Terus ada kesulitan tidak selama saya mengaplikasikan action saya?  
 S1: Rame,sama kurang konsentrasi,nggak fokus  
 R: Sulit tidak mengikuti aktivitas selama ini?  
 S1, S2, S3: Tidak  
 R: Paham kan dengan yang saya terangkan?  
 S1: Iya, lebih paham daripada sama gurunya  
 R: Kira-kira pengetahuan speaking kalian meningkat tidak?  
 S1: Iya, lumayan  
 S2: Sedikit  
 S3: Sedikit  
 R : Jadi tambah aktif nggak?  
 S1, S2, S3 : iya  
 R: Yasudah, terima kasih ya

S1, S2, S 3: Ya

• **Interview Transcript 7**

**Interviewer : The Researcher (R)**

**Interviewee : Collaborator (S)**

**Day/Date : Wednesday/10 November 2010**

**Time : 13.20 p.m.**

**Place : SMP N 2 Sleman**

**Cycle 1b**

R: Bu kris, bagaimana pendapat Ibu mengenai action tadi?

C: Action yang ini lebih baik daripada yang kemarin karena action atau latihan-latihan yang Anda berikan sudah membuat siswa aktif semua dan mereka mendapat pembagian tugas yang adil.

R: Lalu untuk siswa yang rame kira-kira ada peningkatan atau lebih sedikit?

C: Pada waktu pembukaan sih rame, tapi setelah practice, mereka lebih aktif daripada yang kemarin

R: Berarti siswa lebih aktif ya? Keaktifan siswa lebih meningkat ya Bu?

C: Ya, lebih meningkat daripada yang kemarin

R: Oya, sesuai rencana kita kan besok itu mereka akan meretell textnya nggak bawa text, mereka harus menghafal gitu, menurut Ibu gimana?

C: Ya rasanya bisa kita terapkan soalnya kemarin-kemarin kan mereka majunya pake teks jadi speaking mereka masih terpacu pada teks dan mereka membacanya, mungkin besok siswa sudah dan harus bisa meretell text tanpa membawa text.

R: Iya bu, ada tambahan lagi ndak Bu?

C: Saya rasa tidak

R: Terima kasih Bu...

C: Ya...

• **Interview Transcript 8**

**Interviewer : The Researcher (R)**

**Interviewee : Student (S)**

**Day/date : Saturday/November 13, 2010**

**Time : 09.15 a.m.**

**Place : SMP N 2 Sleman**

**Cycle 1c**

R: Halo, dengan dek siapa ini?

S: Anisa

R: Bagaimana pendapatnya adek tentang pertemuan yang pertama, yang aktivitas Mrs. Kris kemarin itu?

S: O yang gambar-gambar itu ya. Hmm gimana ya. Seneng, jujur ya mbak mungkin kalau buat kelas saya kurang efektif, tapi kalau buat saya sendiri saya

seneng karena saya seneng dengan games-games gitu, soalnya saya tipikal pelajar yang kalo bahasa Inggris itu harus ada aktivitasnya, kalau cuma teori-teori dan teori itu nggak masuk.

R: Lalu selama kita belajar melalui aktivitas information gap, pemahaman adek tentang classroom English meningkat ga?

S: Em...meningkat miss.

R: Peningkatannya dalam hal apa dek?

S: Ya... karna sering dengar, jadi mudah mengerjakan aktivitas dalam information gap kalo tau artinya.

R: Alhamdulillah, berarti sudah meningkat ya?

S: Iya

R: Ada kesulitan nggak?

S: Kesulitannya kalau speakingnya itu kan antara grammar sama apa itu ya, itu kadang-kadang masih bingung ngaturnya, apalagi kalo grogi ngomong bahasa Inggris, santé aja blank apalagi grogi, wahh..

R: Terus kalau pertemuan yang tadi gimana dek?

S: Yang tadi sih lebih enak, lebih bisa mengembangkan cerita, apalagi ya, lebih santé juga.

R: Terus dari ketiga pertemuan itu suka yang mana dek?

S: Jujur, kalau saya sih seneng semuanya, tapi kalau untuk yang lebih efisien sih yang dua orang soalnya lebih cepet.

R: Em gitu ya, lalu selama ini adek paham nggak, kalo saya menerangkan pake bahasa Inggris?

S: Ya awalnya sih rada-rada nggak dong juga, tapi karna sering dengar jadi lumayan dong, habis pake inggris kan sama Miss di terjemahin kalo kita ga ngerti. He..he..

R: Lain kali harus paham tanpa saya harus menerjemahkannya lho.

S: He, ya mudah-mudahan bisa. Pasti. Hehe

R: Ok. Makasih ya dek.

S: Ya

#### • Interview transcript 9

**Interviewer : The Researcher (R)**

**Interviewee : Student (S)**

**Day/date : Saturday/November 13, 2010**

**Time : 09.20 a.m.**

**Place : SMP N 2 Sleman**

**Cycle 1c**

R: Hai, dengan dek siapa ini?

S: Riezky Fadhila ato Rizky

R: Ok, dek Rizky gimana pendapatnya tentang aktivitas selama ini?

S: Seneng lah mbak, kayak bermain, tapi masuk. Jadi nggak kerasa belajar tapi masuk. Selain itu, jadi tau pronunciation yang bener juga.

- R: Berarti seneng nggak dek, kalo mbak ngasih tau pronunciation yang bener gimana?
- S: Senenglah mbak, soalnya kita jadi tau benernya gimana, selama ini nggak pernah dikasih tahu sama gurunya sih.
- R: OK, trus ada kesulitan nggak pas kegiatan pertemuan pertama kemarin?
- S: Kesulitannya pas nyatuin gambar yang satu dengan yang lain, jadi critanya bisa berbeda-beda.
- R: Tapi paham nggak?
- S: Paham
- R: Trus sudah ada peningkatan belum?
- S: Sudah walopun sedikit
- R: Apa aja peningkatannya dek?
- S: Ya vocabnya, pronunciationnya juga.
- R: oya, trus tentang aktivitas yang kedua yang “*Diving at Bunaken Island*” itu gimana?
- S: Menyenangkan
- R: terus yang terakhir ini tadi gimana? Yang dua org?
- S: Yang dua orang? Seneng, bisa latihan speaking, speakingnya bisa lebih bagus lah.
- R: Ada kesulitan nggak?
- S: Belum
- R: Yaudah, makasih ya dek
- S: sama-sama.

• **Interview transcript 10**

**Interviewer : The Researcher (R)**  
**Interviewee : Student (S)**  
**Day/date : Saturday/November 13, 2010**  
**Time : 09.25 a.m.**  
**Place : SMP N 2 Sleman**  
**Cycle 1c**

- R: Halo, dek siapa?
- S: Putri.
- R: Dek Putri, gimana pendapatnya tentang aktivitas yang pertama dulu? Masih inget kan?
- S: Masih. Menyenangkan, bisa keliling, tapi waktu itu pada belum jelas maksudnya itu suruh ngapain, jadi ada yang ngiranya gini, ada yang ngiranya gitu jadi waktunya malah terbuang untuk berdebat sendiri. Jadi waktu itu belum ada pengertian tentang tugasnya itu suruh ngapain, fungsinya apa. Trus pemahaman orang kan beda-beda tentang gambarnya itu. Jadi susah menyatukan ceritanya itu.
- R: Trus sudah merasakan manfaatnya belum?
- S: Manfaat pasti ada, jadi berani speaking, jadi berani mikir ini itu gini-gini, listening juga karena denger temen ngomong.



- R: oya, Kalo aktivitas yang pertemuan kedua gimana dek?
- S: Yang kedua aku seneng sih, kan emang sejak pertemuan kedua itu kita tu jelasin ke temennya emang nggak baca, tapi kita bener-bener paham, trus kita jelasin ke temen itu pake bahasa kita sendiri, yah menyenangkan lah.
- R: Trus yang ketiga gimana?
- S: Sama menyenangkan, tapi tadi kan belum selese jadi belum begitu terasa.
- R: Trus diantara yang empat orang, tiga orang, dan dua orang itu lebih suka yang mana?
- S: Seneng yang 3 orang, nggak tau kenapa, soalnya kalo yang 4 orang itu kan belum pada paham tentang tugasnya. Trus kalo yang tiga orang kemarin seru aja. Trus kalo yang dua orang kan baru tadi dan tadi juga belum selese, jadi belum tau rasanya gimana.
- R: Bagaimana menurut adek tentang kerja berkelompok dan berpasangan dalam aktivitas information gap selama ini?"
- S: seneng aktivitas dalam information gap miss, soalnya bisa dikerjakan kelompok dan sama teman sebangku, hehe..
- R: Jadi dengan adanya kerja kelompok atau kerja berpasangan dalam information gap, bisa meningkatkan motivasi dan kepercayaan diri ya dek?
- S: Iya miss, soalnya jadi bisa lebih semangat dan PD untuk mengerjakan tugas, hehe..
- R: Oya sudah ada peningkatan belum dek?
- S: Sudah lumayan.
- R: Apa aja peningkatannya dek?
- S: Apa ya, ya kayak kosa katanya, pengucapannya, em..pengetahuan tentang bahasa Inggrisnya juga.
- R: Ada kesulitan nggak selama ini?
- S: Nggak ada
- R: Makasih ya dek
- S: Yup

#### • Interview transcript 11

**Interviewer : The Researcher (R)**

**Interviewee : Student (S)**

**Day/date : Saturday/November 13, 2010**

**Time : 09. 26 a.m.**

**Place : SMP N 2 Sleman**

**Cycle 1c**

- R: Halo dengan dek siapa ini?
- S: Farida Setyani tapi biasa dipanggil Ida.
- R: Ok, dek Ida, gimana pendapatnya tentang aktivitas yang pertama dulu?
- S: Seru sih, tapi yang kurang menyenangkan itu, kita belum paham jalan ceritanya. Kan waktu itu cuma ada gambar dan setiap dari kita itu mempunyai penafsiran yang beda-beda jadi waktu itu kita malah jadi kayak berdebat. Jadi

kayak ribut, tapi sebenarnya sih nggak bermaksud untuk ribut, cuma mo nyatuin pendapat aja.

R: trus yang kedua gimana?

S: Seru, enak kita diskusi, masing-masing bertiga dong jalan critanya, jadi kita bisa speaking dan writing-nya.

R: O gitu ya. Trus diantara ketiga aktivitas itu lebih seneng yang mana dek?

S: sebenarnya ceritanya semuanya interesting. Tapi lebih interesting yang ke3 ini.

R: Interesting-nya kenapa?

S: yah lebih lucu aja ceritanya. Seru lah.

R: Trus enak pake gambar thok, tulisan thok, pa digabung kayak yang tadi dek?

S: Enak yang di gabung, soalnya kalo cuma gambar thok itu kan setiap pemikiran bedabeda, jadi critanya bisa amburadul. Tapi kalo digabung kita jadi lebih ngerti, dari speaking and lihatnya gampang.

R: Sudah ada peningkatan belum?

S: Sudah

R: Seberapa besar dek?

S: Ya belum besar sih, tapi sudah terasa ada peningkatan.

R: Sudah jadi lebih berani belum?

S: sudah.

R: yasudah, makasih ya dek.

S: Ya sama-sama.

#### • Interview Transcript 12

**Interviewer : The Researcher (R)**

**Interviewee : Collaborator (C)**

**Day/date : Saturday/November 13, 2010**

**Time : 09.45 a.m.**

**Place : SMP N 2 Sleman**

**Cycle 1c**

R: Bu Kris, bagaimana pendapatnya panjenengan tentang aktivitas tadi?

C: Menurut saya action yang mbak lakukan tadi sudah cukup efektif tetapi hanya beberapa siswa saja yang aktif, terutama yang di depan, mereka aktif menjawab pertanyaan-pertanyaan dari mbak, yang lainnya itu kebanyakan rame.

R: Lalu menurut ibu aktivitas yang saya berikan tadi sesuai tidak?

R: Sudah sesuai, karena aktivitas yang diberikan itu membuat siswa berinteraksi dengan baik, mereka bisa bekerja sama dengan teman yang lain.

C: Jadi mereka lebih berperan aktif lagi dalam latihan atau practicenya.

R: Menurut Ibu, tadi semua siswa sudah aktif dengan pasangan-pasangan mereka belum?

C: Em, saya rasa sih sebagian sudah aktif tadi, tapi tadi ada beberapa siswa tadi yang malah bergerombol, jadinya mereka nggak in pair lagi, malah in group of four.

R: Iya Bu,..besok di Cycle II kayaknya harus lebih tegas ya Bu.

C: Oiya itu.  
 R: Lalu ada komentar lagi nggak tentang pertemuan tadi?  
 C: Kayaknya udah nggak ada lagi deh.  
 R: Ok, thank you Bu Kris..  
 C: You're welcome.

• **Interview transcript 13**

**Interviewer** : The Researcher (R)  
**Interviewee** : Student (S)  
**Day/date** : Saturday/November 13, 2010  
**Time** : 11.30 a.m.  
**Place** : VIII D  
**Cycle 1d**

R: Dek Rizal, bagaimana menurut mu tentang aktivitas kita hari ini?  
 S: Saya seneng aktivitas dalam information gap miss, soalnya bisa dikerjakan bisa menambah , vocab, hehe...  
 R: Gitu ya...,Lalu gimana menurut adek tentang pemberian feedback selama aktivitas information gap?  
 S: Bagus, miss  
 R: Kenapa kok bagus dek?  
 S: Ya.. kita jadi tau kalo salah ngomongnya mis  
 R: Terus adek merasakan peningkatan mengenai pronunciation nggak selama belajar melalui information gap?  
 S: Iya miss, di aktivitas information gap selanjutnya kita jadi ga salah ngomong nya lagi.  
 R: Ok, ada alasan lain lagi nggak?  
 S: Em, udah itu aja miss  
 R: yaudah, makasih ya  
 S: Ya

• **Interview transcript 14**

**Interviewer** : The Researcher (R)  
**Interviewee** : Student (S)  
**Day/date** : Wednesday/November 17, 2010  
**Time** : 11.45-13.05  
**Place** : VIII D  
**Cycle 1d**

R: Dek Ridho ya?  
 S: iya mbak.  
 R: Gimana dek pendapatnya tentang keseluruhan aktivitas yang mbak terapin selama ini?  
 S: Asyik-asyik aja, seru mbak.  
 R: terus selain itu apalagi?

S: Nggak tegang mbak, enak. Kalau sama guru aslinya itu tegang.  
 R: terus sudah ada peningkatan bahasa Inggris belum?  
 S: sudah mbak.  
 R: apa aja itu?  
 S: ya kayak ngarang-ngarang pake bahasa Inggris itu, trus tambah PD.  
 R: terus dalam hal speakingnya gimana?  
 S: yah lumayan meningkat daripada yang kemarin-kemarin. Salah satunya jadi tau cara pengucapannya yang bener gimana.  
 R: ada kesulitan nggak selama ini?  
 S: Nggak ada, nggak susah-susah banget kog.  
 R: oya, terus diantara aktivitas yang tadi dan kemarin, yang dua orang, tiga orang, dan empat orang itu lebih suka yang mana dek?  
 S: Yang dua orang mbak  
 R: Kenapa?  
 S: Soalnya kayaknya lebih bisa akrab daripada yang lain.  
 R: Maksudnya?  
 S: ya kan udah akrab sama teman sebangku trus komunikasinya bisa lebih lancar.  
 Hehe  
 R: oo (tertawa), ya sudah makasih banyak ya dek  
 S: Ya mbak

• **Interview transcript 15**

**Interviewer** : The Researcher (R)  
**Interviewee** : Collaborator (C)  
**Day/date** : Saturday/November 20, 2010  
**Time** : 09.45  
**Place** : SMP N 2 Sleman  
**Cycle 1d**

R: Pagi Bu Kris..  
 C: Pagi..  
 R: Ibu,saya mau tanya..bagaimana pendapat ibu mengenai classroom English yang digunakan selama aktivitas information Gap?  
 C: Ya lumayan efektif sih, walaupun ada beberapa siswa yang cuma diam aja ketika guru bicara dalam bahasa Inggris. Sepertinya mereka juga belum familiar dengan beberapa vocabulary dalam classroom English yang guru gunakan, seperti greeting waktu itu.  
 R: Lalu, kalau mengenai penggunaan classroom English selama aktivitas information gap, ada peningkatan nya ndak bu?  
 C: Ada mbak, mereka jadi mudah mengerjakan aktivitas dalam information gap, karena mereka mengerti instruksi dan penjelasan yang mbak sampaikan, jadi memang efektif.  
 R: Trus tadi menurut pengamatan ibu, tadi siswa pada aktif ndak waktu work in pairs?  
 C: Kayaknya tadi malah lebih dari dua orang e mereka mengerjakannya mbak.

R: Ada yang sebagian datang gitu ya bu?

C: Iya

R: Terus dari aktivitas selama 4 pertemuan ini, efektif yang mana 4 orang, 3 orang, atau 2 orang mbak?

C: Kalo menurut saya itu lebih efektif yang 4 orang kayaknya, soalnya kalo 2 orang mereka menggerombolnya juga lebih dari 2 orang je, jadi jatuhnya juga 4 orang.

R: Tapi kalo 4 orang suka rame je.

C: Iya benar itu bu.

R: Lalu penerapan kerja kelompok dan berpasangan selama information gap activities, efektif dapat meningkatkan kepercayaan diri siswa ndak bu?

C: Sangat efektif mbak, buktinya mereka jadi antusias untuk mengerjakan tugas yang njenengan berikan to mbak, mereka jadi lebih PD kalau dikerjakan bersama.

R: Iya, saya juga rasa begitu. Lalu selama Cycle I ini saya pakai translation, trus untuk Cycle II gimana ya baiknya bu?

C: Coba jangan pake translation, tapi coba pake paraphrase aja, jadi kalo siswanya kira-kira bingung gitu, trus anda mengulanginya dengan memparaphrasenya dengan kalimat yang lebih sederhana.

R: Wah bener sekali itu. Kalo gitu pake paraphrase sama sinonim ya bu, biar mereka bisa bener-bener terbiasa dengan classroom English.

C: Iya

R: Lalu ada saran lagi ndak bu buat Cycle II besok untuk segi materinya?

C: Cycle I kan text terus ya. Kayaknya kalo text lebih berat, karena mereka menghafalnya agak berat. Pake language function aja, kan mereka kalo perform pake language function kan idenya dari mereka sendiri, jadi lebih mudah dan grammar-nya juga tidak strict kayak di text, tapi kan present tense, jadi mereka lebih mudah.

R: Iya bener. Tapi masih perlu memperbaiki jigsaw task yang kemarin masih kurang sukses, jadi materinya descriptive sama language function. Gimana menurutmu mbak?

C: Iya bu..Gitu juga bisa.

R: Trus ada yang saran lain lagi ndak bu?

C: Cuma masalah manajemen waktunya aja, presentasinya jangan terlalu lama, untuk ekspresi yang language function saya sarankan ekspresinya jangan banyak-banyak, 3 expressions aja cukup.

R: Itu saja bu?

C: emm, siswanya kalo pas performance disuruh kerasin suaranya soalnya kadang nggak kedengeran dari belakang.

R: Ada yang lain ndak Bu?

S: Yaudah kayaknya itu tadi aja deh.

R: Oke. Makasih ya Bu.

C: Ya, sama-sama.

• **Interview transcript 16**

**Interviewer** : The Researcher (R)  
**Interviewee** : Student (S)  
**Day/date** : Wednesday/November 24, 2010  
**Time** : 13.10  
**Place** : VIII D  
**Cycle 2a**

R: Dek Ayu, gimana suka nggak ma aktivitas tadi?  
 S: Suka mbak, bisa nambah vocab baru.. (tertawa)  
 R: terus tadi seneng nggak pas saya bilang kalau yang mau maju akan dapat poin?  
 S: seneng banget mbak, apalagi tadi saya maju, ya lumayanlah bisa nambah-nambah nilai, soalnya dulu nggak pernah dikasih nilai.  
 R: bagus kalo gitu. Trus ada kesulitan nggak tadi?  
 S: Nggak ada. Seneng semuanya, happy dan enjoy aja ma aktivitasnya.  
 R: Ada peningkatan belum?  
 S: udah, salah satunya jadi tau cara baca kata-kata bahasa Inggris.  
 R: Oya, tadi kan saya menerapkan learning contract. Gimana menurutmu dek?  
 S: Ya bagus sih mbak, kelasnya jadi lebih teratur lagi, semuanya jadi lebih focus pada aktivitas yang mbak berikan.  
 R: Makasih ya dek  
 S: ya mbak..

• **Interview transcript 17**

**Interviewer** : The Researcher (R)  
**Interviewee** : Student (S)  
**Day/date** : Wednesday/November 24, 2010  
**Time** : 11.15 a.m.  
**Place** : VIII D  
**Cycle 2a**

R: Halo dek Nindya, gimana pendapatnya tentang aktivitas barusan?  
 S: Seneng bisa buat descriptive text sendiri, bukan hanya written tapi juga spoken.  
 R: trus ada yang lain lagi nggak?  
 S: emm, awal-awalnya sih kaget, tapi makin kesini makin enjoy. Asyik lah.  
 R: tadi maju kedepan nggak?  
 S: wah nggak mbak, habis tadi mbaknya ngebatesin jumlah orangnya sih.  
 R: Ya besok-besok maju lagi ya.  
 S: pasti  
 R: Trus ada peningkatan speakingnya belum?  
 S: Iya, speaking meningkat, sedikit-sedikit, tapi sudah terasa.  
 R: oya, tadi kan mbak buat perjanjian dengan kalian tentang pembuatan contract. Menurutmu gimana?  
 S: bagus mbak. Suasana kelas jadi lebih kondusif aja, nggak ada yang main-main HP lagi. Bagus kog.

R: Makasih ya dek  
S: yups

• **Interview transcript 18**

**Interviewer : The Researcher (R)**  
**Interviewee : Collaborator (C)**  
**Day/date : Wednesday/November 27, 2010**  
**Time : 07.15-08.15 a.m.**  
**Place : SMP 2 Sleman**  
**Cycle 2a**

R: Sugeng Enjang Bu Kris..., gimana tadi aktivitasnya menurut Ibu?  
 C: Pagi juga mbak...,tadi mereka sudah bisa activity yang pertama yang jigsaw yang ngisi missing blanks tadi, walaupun yang spoken mereka masih melihat teks yang buat eliciting.  
 R: iya Bu. Trus lainnya ada lagi ndak Bu?  
 C: Tadi mereka bener-bener baca dan mendengarkan, nggak cuma copy paste. Em, tadi kan ada aktivitas speaking and listeningnya, jadi info gapnya sudah bisa berjalan dengan baik.  
 R: Lalu menurut Ibu tadi gimana, semua siswa sudah aktif belum?  
 C: kalo menurut pengamatan saya tadi mereka semua sudah aktif dalam aktivitas karena kan in pair, jadi mereka punya tanggung jawab sendiri-sendiri.  
 R: trus kemampuan speaking mereka gimana menurut Ibu?  
 C: saya rasa sudah bagus, mereka sudah bisa membuat spoken descriptive dan tadi mereka juga sudah lumayan fluent, pas disuruh maju mereka juga mau secara sukarela.  
 R: Terus mengenai, saya kan tadi buat kontrak itu sesuai rencana kita, menurutmu gimana?  
 C: Saya rasa kontrak tadi cukup efektif dan terbukti dengan kontrak tadi mereka bisa lebih menghargai.  
 R: Iya bener. Njih cekap Ibu, terima kasih Bu...  
 C: Oke.

• **Interview transcript 19**

**Interviewer : The Researcher (R)**  
**Interviewee : Student (S)**  
**Day/date : Wenesday/December 1, 2010**  
**Time : 13.10 p.m**  
**Place : VIII D**  
**Cycle 2b**

R: Hai, ganggu sebentar ya dek Nurma. Gimana tadi aktivitasnya dek?  
 S: Seneng soalnya bisa sharing-sharing ma temen yang lain.

R: Tadi paham nggak dek dengan instruksi yang mbak berikan dalam bahasa Inggris?

S: Paham kog.

R: Ada tanggapanmu lagi nggak selain yang tadi tentang aktivitas tadi?

S: Bisa praktek bahasa Inggris, bisa tanya-tanya ke kelompok yang lain.

R: Sudah ada peningkatan belum?

S: sudah, kosa-katanya meningkat, cara bacanya, grammarnya, dan pengetahuan tentang bahasa Inggrisnya juga.

R: makasih ya

S: oke mbak

#### • Interview transcript 20

**Interviewer : The Researcher (R)**

**Interviewee : Student (S)**

**Day/date : Wednesday/December 1, 2010**

**Time : 13.15 p.m.**

**Place : VIII D**

**Cycle 2b**

R: Dek Tisa, gimana tadi aktivitasnya?

S: Ya gitu deh, ya seneng aja. Menyenangkan.

R: Trus ada kesulitan nggak?

S: ini sih, kadang masih nggak tau cara bacanya yang bener gimana.

R: Loh tapi kan di akhir pasti saya kasih tau yang bener gimana to?

S: Iya, tapi kan masih ada beberapa kata yang kita nggak tau benarnya gimana.

R: Ok, trus mengenai penggunaan bahasa Inggris selama KBM gimana dek?  
Paham nggak kamu selama mbak pake bahasa Inggris?

S: Lumayan paham mbak, walopun nggak diterjemahin ke bahasa Indonesia.

R: Oya, trus sudah terasa peningkatannya belum?

S: Sudah, vocabnya meningkat dan ngucapin kata-katanya jadi bisa lebih benar.

R: yasudah, makasih ya

S: ya

#### • Interview transcript 21

**Interviewer : The Researcher (R)**

**Interviewee : Student (S)**

**Day/date : Wednesday/December 1, 2010**

**Time : 13.20 p.m.**

**Place : In front of the class**

**Cycle 2b**

R: Lagi ngapain dek Ervin?

S: Lagi nunggu jam ekstra mbak



- R: Ganggu bentar ya. Mo nanya-nanya nih, gimana pendapatnya tentang aktivitas tadi?
- S: Asyik, bisa keliling-keliling, bisa mikir bareng-bareng.
- R: Sudah ada peningkatan speaking kan?
- S: udah sedikit, pronunciation meningkat, kosa kata juga meningkat
- R: yaudah makasih ya dek. Met ekstra ya...
- S: Ya, makasih juga.

• **Interview transcript 22**

**Interviewer : The Researcher (R)**  
**Interviewee : Collaborator (C)**  
**Day/date : Wednesday/December 1, 2010**  
**Time : 16.00 p.m.**  
**Place : Colabor's home**  
**Cycle 2b**

- R: Gimana menurut Bu Kris dengan aktivitas tadi?
- C: menurut saya sih sudah ada peningkatan kemampuan speaking siswa yang signifikan daripada yang pertama dulu mbak.
- R: kalo masalah keaktifan mereka gimana Bu?
- C: semua siswa tadi sudah terlibat aktif, go around the class untuk menyelesaikan tugas yang guru berikan. Mereka semua bertanya ke kelompok kelompok mana gitu terus mereka menyelesaikannya menjadi satu.
- R: trus tentang pemberian reward yang berupa point selama ini efektif ndak Bu?
- C: menurut saya efektif banget, buktinya tadi banyak banget siswa yang mau maju ke depan kelas mempraktekkan dialog mereka.
- R: oya, sepertinya tadi siswa udah paham dengan materi yang descriptive text kan dan sesuai rencana kita besok akan memberikan materi yang language function kan. Gimana Mbak?
- C: Iya saya rasa bisa.
- R: Makasih ya
- C: Ya, sama-sama semoga yang selanjutnya bisa berjalan lancar.
- R: Amin.

• **Interview transcript 23**

**Interviewer : The Researcher (R)**  
**Interviewee : Student (S)**  
**Day/date : Saturday/December 4, 2010**  
**Time : 09.15 a.m.**  
**Place : VIII D**  
**Cycle 2c**

- R: Dengan dek siapa ini?
- S: Yuli.

R: Gimana dek pendapatnya tentang aktivitas tadi?  
 S: Ya cukup jelas.  
 R: Menyenangkan nggak?  
 S: Lumayan soalnya kita nggak cuma di belakang mendengarkan, tapi juga ada aktivitas dan memberanikan diri maju ke depan.  
 R: Trus ada peningkatan belum?  
 S: Sudah, meningkat kosa katanya,  
 R: Dari segi speakingnya gimana?  
 S: Nambahlah, orang maju terus.  
 R: Makasih ya  
 S: sama sama

• **Interview transcript 24**

**Interviewer : The Researcher (R)**  
**Interviewee : Student (S)**  
**Day/date : Saturday/December 4, 2010**  
**Time : 09.20 a.m.**  
**Place : VIII D**  
**Cycle 2c**

R: dek siapa ya?  
 S: Bagus.  
 R: dek Bagus, gimana menurut adek aktivitas tadi?  
 S: menyenangkan mbak daripada ma gurunya  
 R: Menyenangkannya gimana?  
 S: karena ada kayak gamesnya itu.  
 R: Ada kesulitan nggak tadi?  
 S: Nggak sih  
 R: Terus sudah ada peningkatan belum?  
 S: sudah.  
 R: Apa aja dek yang meningkat?  
 S: Ya jadi lebih berani, vocabulary meningkat, tambah PD juga ngomong bahasa Inggris.  
 R: udah gitu aja. Ada yang lain nggak?  
 S: emm apa ya? Nggak ada kayaknya..  
 R: Makasih ya..  
 S: Ya..

• **Interview transcript 25**

**Interviewer : The Researcher (R)**  
**Interviewee : Student (S)**  
**Day/date : Saturday/December 4, 2010**  
**Time : 09.25 a.m.**  
**Place : In front of the class**

### Cycle 2c

- R: hai, dek Eka ya?  
 S: iya mbak..  
 R: gimana pendapatnya dek Eka mengenai aktivitas tadi?  
 S: menyenangkan, tapi suara mbaknya pas menjelaskan aktivitasnya kurang keras, jadi agak susah nangkepnya.  
 R: selain itu apa?  
 S: ya enak, bisa mikir bareng-bareng ma teman-teman yang lain.  
 R: oya, trus sudah ada peningkatan belum selama ini?  
 S: udah. Meningkatkan cara bacanya, lebih aktif karena sering disuruh bekerja berkelompok juga.  
 R: emang dulu kalau sama Bu Kris belum pernah ya?  
 S: nggak pernah soalnya Bu Kris jarang masuk.  
 R: trus ada kesulitan nggak tadi?  
 S: nggak ada  
 R: Makasih ya dek  
 S: Ya mbak...

### • Interview transcript 26

**Interviewer : The Researcher (R)**  
**Interviewee : Collaborator (C)**  
**Day/date : Wednesday/September 29, 2010**  
**Time : 09.30 a.m.**  
**Place : Teacher Office**  
**Cycle 2c**

- R: Bu Kris, bagaimana tadi aktivitasnya Bu?  
 C: menurutku aktivitas tadi lebih baik karena udah ada peningkatan dari segi speaking mereka. Trus materinya juga mengenai kehidupan sehari-hari.  
 R: oya, tadi kalau saya lihat semua siswa sudah terlibat aktif dalam KBM. Menurut Ibu gimana?  
 C: iya, tadi semua siswa aktif bekerjasama dan pas disuruh maju pun mereka langsung mau.  
 R: iya betul. Trus kalo dibandingkan dengan yang kemarin-kemarin gimana Bu gimana?  
 C: Ya lebih bagus dan bisa ditingkatkan lagi.  
 R: Kalo masalah peningkatan speaking siswa menurut Ibu gimana?  
 C: Peningkatan sudah ada, dari segi vocabulary, accuracy, fluency dan pronunciation mereka jauh lebih meningkat dibandingkan dengan yang pertemuan pertama dulu.  
 R: lalu ada yang lain Bu?  
 C: Saya rasa nggak.  
 R: Makasih ya Bu Kris..  
 C: ya, sama-sama.

• **Interview transcript 27**

**Interviewer** : The Researcher (R)  
**Interviewee** : Student (S)  
**Day/date** : Wednesday/December 8, 2010  
**Time** : 13.20 a.m.  
**Place** : VIII D  
**Cycle 2d**

R: halo dek siapa?  
 S: halo, Yussi mbak.  
 R: Gimana menurut adek aktivitas tadi?  
 S: Seru, asyik.  
 R: Ada peningkatan belum?  
 S: Ada, kalo disuruh dialog sekarang lumayan lancar.  
 R: ada kesulitan nggak?  
 S: emm, kalo disuruh ngartiin bahasa Inggris masih nggak bisa  
 R: ada saran nggak?  
 S: nggak ada, ngajarnya enak, pokoake enak lah,  
 R: Yasudah, makasih ya  
 S: ya...

• **Interview transcript 28**

**Interviewer** : The Researcher (R)  
**Interviewee** : Student (S)  
**Day/date** : Wednesday/December 8, 2010  
**Time** : 13. 25 p.m.  
**Place** : In front of the class  
**Cycle 2d**

R : halo dek siapa ini, baru pada ngapaen ini, boleh ya nanya sebentar?  
 S 1 – 10 : (serentak) iya mbak.....boleh..!  
 R : Saya mau Tanya, bagaimana pendapat kalian mengenai penerapan classroom English selama pelajaran information gap berlangsung?  
 S 1 : Bagus! Jadi bisa jawab kalo ditanya pake Bahasa Inggris.  
 S 2 : Menyenangkan, karna kadng miss nya menterjemahkan, jadi kita bisa jawab.  
 S 3 : Saya suka, jadi bisa tau apa yang harus kita lakukan.  
 S 4 : Bagus miss, kita jadi tau disuruh ngapaen.  
 S 5 : Iya, Bagus miss, walaupun awalnya rada bingung juga, tapi lama-lama ngerti miss.  
 S 6 : Itu bagus miss, kalo kita paham disuruh ngapain, kita jadi seneng ngerjain tugasnya.  
 S 7 : Menarik, karna sering dengar kit jadi paham miss, trus bisa jawab pertanyaan juga.

- S 8 : Setuju miss, biar kita terbiasa dengar dan ngerti juga maksudnya, jadi gampang ngerjain tugasnya.  
 S 9 : Menurut saya bagus kok, lama-lama kita jadi paham, trus bisa jawab kalo ditanya.  
 S 10 : Iya, bagus miss, jadlakukan.i mudah ngerjain tugas kalo kita ngerti apa yang harus kita  
 R : Emmm.....gitu, Oke deh makasi ya..  
 S 1-10 : Sama-sama miss..

• **Interview transcript 30**

**Interviewer** : The Researcher (R)  
**Interviewee** : Student (S)  
**Day/date** : Wednesday/December 8, 2010  
**Time** : 13.30 p.m.  
**Place** : VIII D  
**Cycle 2d**

- R : Halo dek, boleh ganggu sebentar kan?  
 S 1-10 : Iya miss...  
 R : Mau Tanya ni...,bagaimana pendapat kalian belajar bahasa Inggris melalui aktivitas information gap selama ini dek?  
 S 1 : Senang, karna bisa dikerjakan berkelompok.  
 S 2 : Menyenangkan miss, jadi ga malu kalo dikerjakan berpasangan.  
 S 3 : Mengyenangkan dan mengasyikkan miss, jadi tambah PD kalo berkelompok, soalnya kan kita harus mencari informasi ke kelompok lain miss.  
 S 4 : Asyik miss, soalnya kita jadi aktif ga hanya diem aja.  
 S 5 : Menyenangkan, aktifitasnya kan berkelompok miss, jadi tambah percaya diri kalo berkelompok, hehe...  
 S 6 : Nggak membosankan dan menyenangkan, kita jadi aktif bertanya biar bisa mengerjakan tugasnya.  
 S 7 : Menarik kok, ga membosankan miss..  
 S 8 : Seneng miss, karna kita harus mencari dan memberikan informasi sama kelompok lain.  
 S 9 : Menarik, jadi semangat kalo dikerjakan bersama-sama.  
 S 10 : Menyenangkan miss, jadi tambah percaya diri.  
 R : OK, ada pendapat lain lagi ga ni dek?  
 S 4 : Cukup deh miss...  
 R : Ok, makasih ya...  
 S 1-10 : sama-sama.

• **Interview transcript 31**

**Interviewer** : The Researcher (R)  
**Interviewee** : Student (S)  
**Day/date** : Wednesday/December 8, 2010  
**Time** : 13.35 p.m.  
**Place** : In the School Park  
**Cycle 2d**

R : Selamat siang dek, boleh dunk nanya sebentar ya....  
 S 1-10 : Iya..nanya apa mbak..  
 R : Emm..saya pengen tau apa yang kalian sukai selama kita belajar bahasa Inggris melalui aktivitas dalam information gap?  
 S 1 : Kita bisa bertukar informasi dengan teman lain miss.  
 S 2 : Bisa berinteraksi dengan teman.  
 S 3 : Ketika pengen tahu informasi yang di punyai kelompok lain.  
 S 4 : Bisa dikerjakan kelompok dan menambah kosa kata baru.  
 S 5 : Menambah vocab dan lebih percaya diri.  
 S 6 : Mudah dipahami.  
 S 7 : Bisa berlatih berbicara, bisa dipahami.  
 S 8 : Lebih menyenangkan, karna berkelompok.  
 S 9 : Membuat kita lebih aktif.  
 S 10 : Aktivitasnya memberikan kesempatan kepada kita untuk berlatih bicara bahasa Inggris.  
 R : Jadi karna kalian senang, bisa membuat belajarnya mudah dimengerti ya dek?  
 S 6 : Betul sekali miss..  
 R : Ok, makasih ya dek  
 S 1-10 : Iya mbak..

• **Interview transcript 32**

**Interviewer** : The Researcher (R)  
**Interviewee** : Student (S)  
**Day/date** : Wednesday/December 8, 2010  
**Time** : 13.33 p.m.  
**Place** : In the School Park  
**Cycle 2d**

R : Hai dek, baru ngapain? Ganggu seberntar ya...  
 S 1-10 : Iya miss..  
 R : saya mau tanya ni..tentang aktivitas yang sudah kita lakukan.  
 S 1 : kenapa emangnya mbak?  
 R : Em..apa kalian menemui hambatan selama kita belajar bahasa Inggris melalui information gap?  
 S 1 : Tidak ada  
 S 2 : Tidak ada

S 3 : Nggak ada, karna menyenangkan  
 S 4 : Tidak ada kok  
 S 5 : Nggak ada miss  
 S 6 : Em.. nggak ada miss  
 S 7 : Nggak ada  
 S 8 : Kayaknya nggak ada deh miss  
 S 9 : Nggak ada  
 S 10 : Nggak ada tu miss  
 R : Berarti kalian suka ya dengan aktivitasnya?  
 S 4 & 5 : Iya miss, menyenangkan kok...  
 R : Ok, deh...kalo gitu, makasi ya dek  
 S 1-10 : Ok miss..

• **Interview transcript 33**

**Interviewer : The Researcher (R)**  
**Interviewee : Collaborator (C)**  
**Day/date : Wednesday/December 8, 2010**  
**Time : 15.00 p.m.**  
**Place : Colabor's Home**  
**Cycle 2d**

R: Bu Kris, gimana menurut Ibu tentang aktivitas tadi?  
 C: Menurut saya lebih baik karena speaking mereka secara individu lebih PD, dan kemampuan bahasa Inggris mereka lebih tereksplor.  
 R: Kalo masalah materi mereka paham belum menurut pengamatan Ibu?  
 C: sudah paham saya rasa, terlihat dari aktivitas tadi. Mereka disuruh berdialog secara spontan sudah bisa.  
 R: Berarti sudah cukup ya dua cycle aja. Kan action di cycle 2 ini semuanya sudah lumayan berhasil.  
 C: iya, dua cycle sudah cukup rasanya.  
 R: OK, makasih ya  
 C: Ya, sama-sama.

## APPENDIX E: COURSE GRID AND LESSON PLANS

### COURSE GRID OF SPEAKING TEACHING AND LEARNING PROCESS FOR THE SECOND GRADE STUDENTS OF SMP N 2 SLEMAN, VIII D CLASS IN THE ACADEMIC YEAR OF 2010/2011

Cycle	Standard of Competency	Basic Competency	Topic	Language Focus	Example of Expression	Key Vocabulary	Functional Text	Information Gap Activities	Indicators
I (1st – 4th meetings)	4. Expressing meaning of short functional text and simple monolog in the form of recount in daily life.	4.2 Expressing meaning of simple monolog using spoken language accurately, fluently, and understandably in the form of descriptive in daily life.	Someone's experience	<ul style="list-style-type: none"> <li>Asking for Information</li> <li>Giving Information</li> </ul>	<ul style="list-style-type: none"> <li>Can you tell me the story of Picture 1?</li> <li>What does Picture 1 tell about?</li> <li>Can you tell me about your picture?</li> <li>In summary, the trip was mostly enjoyable.</li> <li>Last year I left New Zealand for Bunaken Island</li> </ul>	Last year, yesterday, two weeks ago, two month ago, went, soon after, then, next, after that, summary, went, began, visited, needed, accompanied .	Recount	<p>Jigsaw tasks:</p> <ul style="list-style-type: none"> <li>The Students worked in group of four, discussed the story in their own pictures and then asked the information from other's pictures of other groups.</li> <li>The students worked in group of four, told each other a story in order to complete their own story.</li> <li>The students worked in pairs, told each other about their story in</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Mention the verbs and sequent events which are used to retell past event.</li> <li>Pronounce the verbs and sequent of events which are used to retell past events.</li> <li>Express the story about someone's experience in the form of monolog.</li> <li>Use simple past tense in retelling past events</li> <li>Express the Someone's experience in the form of recount text</li> </ul>



								order to complete the missing part of their story.	Through information gap activities.
II (1st and 2nd meetings)	4 Expressing meaning of short functional text and simple monologue in the form of descriptive and in daily life.	4.2 Expressing meaning of simple monolog using spoken language accurately, fluently, and understandably in the form of descriptive in daily life.	•Someone's appearance	• Simple present Tense • Personal pronoun	• She is very kinds and friendly for all people. • She really appreciates her friends and fans. • He is a handsome man. • He has a pointed nose. • Her hair is long • Her eyes are round.	Small, big long, short, thick, pointed, black, grey, ears, eyebrows, high, chubby, bald, brown, blond hair, lips, dimple,	• Descriptive	Jigsaw tasks: • The Students worked in pairs, told each other a descriptive text of favorite actress in order to complete the missing descriptive. • The students worked in group of four, discussed the picture of descriptive of favorite actress. Then, each group asked and shared information to other groups to find out the complete descriptive of the whole pictures.	Students are able to: • Mention the adjectives which are used to describe people appearance • Pronounce the adjectives which are used to describe people appearance. • Express the appearance of people in the form of monolog. • Use simple present tense and personal pronoun in describing people appearance. • Express the physical appearance of actress through information gap activities.
II (3rd and 4th meetings)	3 Expressing meaning of transactional and	3.3 Expressing meaning in formal and informal	Invitation	• Inviting someone • Accepting an	• Would you like to come to the seminar? • Do you want	Seminar, fair, book store, museum, exhibition,	Short functional text of invitation	• Role plays: a. The students were asked to make a conversation with their partner	Students are able to: • Differentiate between the expression of inviting, accepting or refusing an

	interpersonal conversation in daily life.	transactional (to get things done) and interpersonal (to socialize) conversation using simple spoken language accurately, fluently, and understandably in the form of introducing people, meeting/leaving, accepting invitation/offering, accepting		invitation • Refusing an invitation	to come to my birthday party? • Do you want to accompany me to go to the book store? • Yes, thank you. I would be very happy. • Sure. • I'm sorry. I'm afraid I can.	festival, beach, cinema, market, canteen, and market.		based on the role cards they got. b. The students had to make conversation with their partner using the expression of inviting and making appointment based on the invitation card and schedule card they got.  • Search games: a. The students were asked to find their partner to go to the event mentioned in their card. b. Each student was given an invitation card and excuses card. They had to find their partner to go to the event/place mentioned in the invitation card and they also	invitation. • Respond an invitation and appointment. • Use the expression of inviting, accepting or refusing an invitation in a dialog.
--	---	---	--	--	--	---	--	---	---

								had to accept or refuse their friends invitation based on the excuses cards they got.	
--	--	--	--	--	--	--	--	---	--

## APPENDIX E: LESSON PLAN

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP-1)

#### A. Identitas

Satuan Pendidikan : SMP N 2 Sleman  
Mata Pelajaran : Bahasa Inggris  
Kelas/semester : VIII/II

**B. Standar Kompetensi** : 4. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *recount* untuk berinteraksi dengan lingkungan sekitar.

**C. Kompetensi Dasar** : 4.1 Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *recount*.

#### D. Indikator

Pada akhir pembelajaran, siswa dapat:

1. Mengidentifikasi fungsi dan ciri-ciri teks *recount*
2. Menyebutkan bagian-bagian (unsur-unsur) dalam teks *recount*
3. Menyimpulkan isi dari teks *recount* secara lisan
4. Menggunakan past tense dalam menyampaikan teks *recount*
5. Menyebutkan kata-kata yang memuat pelafalan past tense
6. Menceritakan kembali hal-hal yang terdapat dalam teks *recount*

#### E. Tujuan Pembelajaran

1. Siswa dapat memahami aspek-aspek teks *recount*
2. Siswa dapat mengungkapkan kembali isi dari teks *recount* yang dipelajari secara monolog dengan benar dan lancar

#### F. Materi Ajar

1. Teks lisan *Recount*

### Yogyakarta

Well, my friends, I have a very interesting story. The story is about our nice city 'Yogyakarta'. Have you ever heard about it? No? Never? Please be quiet and listen carefully.

Two weeks ago, I visited Yogyakarta. This was the first time, I went to Yogyakarta.

First, I flew my home in Malaysia to Yogyakarta. I arrived at 5 a.m in Adi Sucipto Airport. I went to hotel to live for two weeks. The first places where I visited were Maloiboro. There, I visited Beringharjo and I bought Batik clothes. Then, I went to Kaliurang. I saw Mount Merapi. That was beautiful scenery. The next day, I went to Parangtritis beach. I saw sunset there. That was interesting place. Finally, I back home to Malaysia

I felt happy when I visited Yogyakarta. This is unforgettable experience.

#### Recount Text

- Function: tell the reader what happened or retell a past event.
- Organization of recount text:
  - a. Orientation: begin by telling the reader who was involved, what happened, where this event took place and when it happened.
  - b. Sequence of events: is described in some sort of order e.g. time.
  - c. Re-Orientation: tells about the conclusion of the story or summary.
- Characteristics of a recount text: uses past tense

#### 2. Kosa kata terkait:

- Place : tempat
- Clothes : baju
- Mount : gunung
- Scenery : pemandangan
- Unforgettable : tak terlupakan

#### 3. Grammar:

##### **(Simple past tense)**

- I visited Yogyakarta
- I went to Yogyakarta
- That was beautiful scenery
- I saw sunset there

### G. Alokasi Waktu

- a. Tatap muka : 8 x 35 menit

### H. Metode Pembelajaran

Genre-based approach (BKOF, MOT, JCOT, and ICOT)

### I. Kegiatan Pembelajaran

1. Pertemuan ke 1
  - Kegiatan pendahuluan
    - a. Guru memberi salam dan mengecek kehadiran siswa
    - b. BKOF: Guru memberikan arahan/eliciting mengenai materi yang akan dipelajari. (*Eliciting: do you know a recount text? Have you ever read it? What was it? Have you ever retold a recount text? Can you tell me the one?*)
  - Kegiatan inti
    - MOT:
      - a. Guru memberikan contoh mengenai teks lisan yang berbentuk recount kepada siswa dan menyuruh salah satu siswa untuk membacakannya.
      - b. Guru bersama-sama siswa membahas teks lisan recount tersebut dan menjelaskan mengenai fungsi dan ciri-ciri teks lisan recount.
    - JCOT
      - a. Guru menerapkan information gap dengan menyuruh siswa untuk membentuk 9 kelompok yang masing-masing kelompok terdiri dari 4 orang. Kemudian guru memberi gambar sebuah potongan cerita recount yang berbeda-beda kepada setiap kelompok. Setiap siswa dalam kelompoknya harus mencermati gambar tersebut dan menjelaskan keadaan yang terlihat di gambar. Setelah itu, setiap siswa menceritakan tentang gambar yang diperoleh kepada siswa dari kelompok lain yang menerima gambar yang berbeda sehingga gambar-gambar tersebut dapat terangkai menjadi sebuah cerita recount.
  - Kegiatan penutup
    - a. Guru menanyakan kesulitan siswa dalam pertemuan ini, kemudian me-review materi yang telah dipelajari.
    - b. Guru menutup pelajaran.

## 2. Pertemuan ke 2

- Kegiatan pendahuluan
  - a. Guru memberi salam dan mengecek kehadiran siswa
  - b. Guru mengecek pemahaman siswa tentang materi yang dipelajari pada pertemuan sebelumnya.
- Kegiatan inti
  - ICOT
    - a. Guru menyuruh siswa secara individu untuk merangkai isi cerita recount dari pertemuan sebelumnya.
    - b. Beberapa siswa diminta untuk menceritakan kembali cerita recount dari pertemuan sebelumnya yang telah lengkap tersebut dengan menggunakan kalimat mereka sendiri. Kemudian guru dan siswa membahas bersama-sama tentang cerita dalam gambar-gambar tersebut.
  - JCOT
    - a. Guru menerapkan information gap dengan menyuruh siswa untuk membentuk 9 kelompok yang masing-masing kelompok terdiri dari 4 orang. Kemudian guru memberi sebuah cerita recount yang berjudul '*Diving in Bunaken Island*' kepada 9 kelompok siswa. Setiap siswa mendapat satu buah cerita recount yang tidak utuh, sehingga mereka harus bertukar informasi dengan teman sekelompoknya untuk memperoleh cerita recount yang utuh.
  - ICOT
    - a. Siswa secara individu diminta untuk melengkapi cerita recount tersebut sesuai dengan penjelasan dari anggota kelompoknya dengan menggunakan kalimat mereka sendiri.
    - b. Beberapa siswa secara individu diminta untuk menceritakan kembali cerita recount yang telah lengkap tersebut dengan menggunakan kalimat mereka sendiri.
    - c. Guru dan siswa membahas bersama-sama tentang main idea dari cerita recount tersebut.
- Kegiatan penutup
  - a. Guru mengevaluasi penampilan siswa dengan memberikan feedback terutama pada pronunciation mereka.
  - b. Guru menanyakan kesulitan siswa dalam pertemuan ini, kemudian me-review materi yang telah dipelajari.

c. Guru menutup pelajaran.

### 3. Pertemuan ke 3

- Kegiatan pendahuluan
  - a. Guru memberi salam dan mengecek kehadiran siswa
  - b. Guru mengecek pemahaman siswa tentang materi yang dipelajari pada pertemuan sebelumnya.
- Kegiatan inti
  - JCOT
    - a. Guru menerapkan information gap dengan menyuruh siswa untuk bekerja secara berpasangan. Kemudian guru memberi dua buah cerita recount tanpa judul dimana ada beberapa informasi yang hilang yang diganti dengan gambar. Siswa harus bertukar informasi dengan pasangannya sehingga cerita recount tersebut bisa menjadi utuh. Kemudian, mereka harus berdiskusi dengan pasangannya untuk menentukan judul yang tepat.
- Kegiatan penutup
  - a. Guru menanyakan kesulitan siswa dalam pertemuan ini, kemudian me-review materi yang telah dipelajari.
  - b. Guru menutup pelajaran.

### 4. Pertemuan ke 4

- Kegiatan pendahuluan
  - a. Guru memberi salam dan mengecek kehadiran siswa
  - b. Guru mengecek pemahaman siswa tentang materi yang dipelajari pada pertemuan sebelumnya.
- Kegiatan inti
  - ICOT
    - a. Secara individu, beberapa siswa diminta untuk menceritakan kembali cerita recount dari pertemuan sebelumnya yang telah lengkap tersebut dengan menggunakan kalimat mereka sendiri.
    - b. Guru dan siswa membahas bersama-sama tentang main idea dan judul yang tepat dari kedua cerita recount tersebut.
- Kegiatan penutup
  - a. Guru mengevaluasi penampilan siswa dengan memberikan feedback terutama pada pronunciation mereka.



- b. Guru menanyakan kesulitan siswa dalam pertemuan ini, kemudian me-review materi yang telah dipelajari selama empat pertemuan.
- c. Guru menutup pelajaran.

## J. Penilaian Hasil Belajar

### I. Indikator, teknik, bentuk dan contoh:

No.	Indikator Pencapaian Kompetensi	Teknik	Bentuk	Contoh
1	Mengidentifikasi fungsi dan ciri-ciri <i>teks recount</i>	Tes lisan	Jawaban singkat	Can you mention the function of a recount text? Can you mention some characteristics of a recount text?
2	Menyebutkan bagian-bagian (unsur-unsur) dalam <i>teks recount</i>	Tes lisan	Jawaban singkat	Can you mention the organization of a recount text?
3	Menyimpulkan isi dari <i>teks recount</i>	Tes lisan	Jawaban singkat	What does the text tell about?
4	Menyebutkan kata-kata yang memuat pelafalan <i>past tense</i>	Tes lisan	Jawaban singkat	Can you mention some words which are belong to past tense?
5	Menggunakan <i>past tense</i> dalam menyampaikan <i>teks recount</i>	Untuk Kerja	Uji Petik berbicara	Retell the story of <i>My bad experience</i> and Don't forget to use past tense.
6	Mengungkapkan kembali isi dari <i>teks recount</i> secara lisan			

### II. Instrumen Penilaian

1. Tell the story of the picture/text you get to your friends from other groups until each student get the complete story.
2. Retell the complete story by using your own words.

Contoh jawaban tes unjuk kerja (monolog):

<p style="text-align: center;"><b>My Bad Experience</b></p> <p>Friends, I have an interesting story. Please, listen to me. The story is about My Bad Experience. Last week, I was sick, so I went to Sardjito Hospital. In the hospital, I made a registration. After waiting for a half an hour, the nurse called my name, and I came into the room to meet the doctor. The doctor examined me. First, he checked my blood pressure and my temperature. He gave me the prescription.</p> <p>After that I went to the drugstore. I put chased the medicine there. I paid Rp. 150,000. At home, I directly drank the medicine and slept. It was good that the next day I felt much better.</p>
---

### III. Rubrik Penilaian

No.	Name	Aspek Penilaian				Skor	Nilai
		Fluency	Accuracy	Pronunciation	Vocabulary		
1							
2							
3							

Pedoman Penilaian : (terlampir)

Skor maksimum :  $4 \times 10 = 40$

Nilai siswa : Skor perolehan (Fluency + Pronunciation + Accuracy + Vocabulary)

4

### K. Sumber Belajar

Doddy, A., Sugeng, A., dan Effendi. 2008. *Developing English Competencies 1: for Junior High School (SMP/MTS) Grade VIII*. Jakarta : Depdiknas

Sudarwati, Th. M., Grace, E. 2007. *Look Ahead Book 1: An English Course for Junior High School Students Year VIII*. Jakarta: Erlangga

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP-2)

### A. Identitas

Satuan Pendidikan : SMP N 2 Sleman  
Mata Pelajaran : Bahasa Inggris  
Kelas/semester : VIII/II

**B. Standar Kompetensi** : 10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk *descriptive* untuk berinteraksi dengan lingkungan terdekat.

**C. Kompetensi Dasar** : 10.2 Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive*.

### D. Indikator

Pada akhir pembelajaran, siswa dapat:

1. Mengidentifikasi fungsi dan ciri-ciri teks *descriptive*
2. Menyebutkan bagian-bagian (unsur-unsur) dalam teks *descriptive*
3. Membedakan teks *written* dan *spoken descriptive*
4. Menggunakan *present tense* dalam menyampaikan *descriptive*
5. Mendiskripsikan seseorang berdasarkan karakter fisiknya secara lisan
6. Mendiskripsikan penampilan fisik artis idola secara lisan
7. Mengungkapkan penampilan fisik artis idola dalam monolog sederhana

### E. Tujuan Pembelajaran

1. Siswa dapat memahami teks deskriptif
2. Siswa dapat membedakan teks *written* dan *spoken descriptive*
3. Siswa dapat mendiskripsikan seseorang berdasarkan karakter fisik mereka (*body types, hair types, features, age, eyes, height, and personality*) secara lisan

### F. Materi Ajar

1. *Written descriptive text*

#### My Favorite Singer

I have a favorite singer, His name is Afgan Syahreza. He is a famous singer in Indonesia. He is a young singer; he is about 20 years old. He is a nice person. He has round black eyes and wears glasses. He is a polite man. He often uses jeans and formal shirt in his performance.

He is very kind and friendly for all people. He really appreciates her friends and fans. He always gives smile for her fans. He is a powerful girl. He has beautiful voice. He gets some achievements in music awards events. He is a talented singer.

Hi friends? Do you've a favorite singer? Who is he/she? Do want you to know my favorite singer, class? Okay I'll tell who my favorite singer is. Listen to me.

I've a favorite singer, his name is Afgan Syahreza. He's a famous singer in Indonesia. He's a young singer; he's about 21 years old. He's a nice person. He has round black eyes and wears glasses. He's a polite man. He often uses jeans and formal shirt in his performance.

He's very kinds and friendly for all people. He really appreciates her friends and fans. He always gives smile for her fans. He's a powerful man. He has beautiful voice. He gets some achievements in music awards events. He's a talented singer.

Well, that's all about my favorite singer, friend! Thank you for your attention.

### Descriptive Text

- Function: to describe something/someone specifically/certain places.
- Organization of descriptive text:
  - General classification/identification: pendahuluan tentang apa dan siapa yang akan dideskripsikan.
  - Description: deskripsi dari benda/orang tersebut.
- Characteristics of a descriptive text: uses present tense

#### 3. Kosa kata terkait:

- Famous : terkenal
- Young : muda
- Round : bulat
- Polite : sopan
- Friendly : ramah
- Powerful: bersemangat

#### 4. Grammar:

#### **(Simple present tense)**

- He is a young singer.
- He often uses jeans and formal shirt in his performance.
- He has beautiful voice.
- He gets some achievements in music awards events.

### **G. Alokasi Waktu**

- a. Tatap muka : 2 x 45 menit

### **H. Metode Pembelajaran**

Genre-based approach (BKOF, MOT, JCOT, and ICOT)

## I. Kegiatan Pembelajaran

### 1. Pertemuan ke 1

- Kegiatan pendahuluan
  - a. Guru memberi salam dan mengecek kehadiran siswa.
  - BKOF:
    - a. Guru memberikan arahan/eliciting mengenai materi yang akan dipelajari. (*Eliciting: Do you have a favorite artist? Who is he/she? Is he/she a singer/a movie star? What is your favorite artist looks like?*)
- Kegiatan inti
  - MOT
    - a. Guru memberikan contoh mengenai teks written dan spoken descriptive kepada siswa dan menyuruh salah satu siswa untuk membacakannya.
    - b. Guru bersama-sama siswa membahas kedua teks descriptive tersebut dan membahas mengenai perbedaan kedua teks tersebut.
    - c. Guru menjelaskan tentang ciri-ciri teks spoken descriptive kepada siswa.
  - JCOT
    - a. Guru menerapkan information gap dengan menyuruh siswa untuk bekerja berpasangan. Kemudian guru memberikan teks descriptive yang berbeda antara satu siswa dengan siswa yang lain dalam setiap pasangan. Setiap siswa mendapat dua judul teks descriptive dimana teks tersebut berupa written dan spoken yang berjudul 'Dude Harlino' dan 'Sherina Munaf'. Semua siswa harus bertukar informasi dengan pasangannya untuk melengkapi teks written descriptive yang rumpang.
  - ICOT
    - a. Siswa secara individu diminta untuk menyampaikan text written descriptive yang mereka dapat secara lisan.
- Kegiatan penutup
  - a. Guru menanyakan kesulitan siswa dalam pertemuan ini, kemudian me-review materi yang telah dipelajari.
  - b. Guru menutup pelajaran.

### 2. Pertemuan ke 2

- Kegiatan pendahuluan
  - a. Guru memberi salam dan mengecek kehadiran siswa
  - b. Guru mengecek pemahaman siswa tentang materi yang dipelajari pada pertemuan sebelumnya.

- Kegiatan inti

- JCOT

- a. Guru menerapkan information gap dengan menyuruh siswa untuk membentuk 9 kelompok yang masing-masing kelompok terdiri dari 4 orang. Guru memberikan sebuah gambar kepada masing-masing group. Gambar tersebut tentang penyayi terkenal di Indonesia. Gambar tersebut diberikan dengan dengan keadaan belum lengkap. Siswa diharapkan untuk mencari informasi yang mereka butuhkan dengan bertanya kepada teman lain. Setelah lengkap, mereka harus menyusun teks written descriptive dengan benar.

- ICOT

- a. Secara individu, siswa diminta untuk menceritakan/menyampaikan teks descriptive yang telah lengkap secara lisan.
  - b. Guru dan siswa membahas bersama-sama tentang teks descriptive sesuai dengan topic dalam aktivitas di atas.

- Kegiatan penutup

- a. Guru mengevaluasi penampilan siswa dengan memberikan feedback terutama pada pronunciation mereka.
  - b. Guru menanyakan kesulitan siswa dalam pertemuan ini, kemudian me-review materi yang telah dipelajari.
  - c. Guru menutup pelajaran.

## J. Penilaian Hasil Belajar

### 1. Indikator, teknik, bentuk dan contoh:

No.	Indikator Pencapaian Kompetensi	Teknik	Bentuk	Contoh
1	Mengidentifikasi fungsi dan ciri-ciri teks descriptive	Tes lisan	Jawaban singkat	Can you mention some characteristics of a descriptive text?
2	Menyebutkan bagian-bagian (unsur-unsur) dalam teks descriptive	Tes lisan	Jawaban singkat	Can you mention the organization of a descriptive text?
3	Membedakan teks written dan spoken descriptive	Tes lisan	Jawaban singkat	What are the differences between written and spoken descriptive?
4	Menggunakan present tense dalam menyampaikan descriptive	Untuk Kerja	Uji Petik berbicara	Can you mention some words which are belong to present tense?
5	Mendiskripsikan seseorang berdasarkan karakter fisiknya secara lisan			Retell the descriptive text of <i>Agnes Monica</i> and Don't forget to use present tense.

6	Mendiskripsikan penampilan fisik artis idola secara lisan			
7	Mengungkapkan penampilan fisik artis idola dalam monolog sederhana			

## II. Instrumen Penilaian

- Tell the descriptive text based in the picture/text you get to your friends from other groups until each student get the complete story.
- Retell the complete descriptive text by using your own words.

Contoh jawaban tes untuk kerja:

Agnes Monica	
<p>Hi friends? Do you've a favorite singer? Who is he/she? Do want you to know my favorite singer, class? Okay I'll tell who my favorite singer is. Listen to me.</p> <p>My favorite singer is Agnes Monica. She's a famous singer in the last year. She's a young singer, artist and movie star in Indonesia. She's a nice person. She's beautiful and pretty tall. She has long blond hair. She has a pointed nose. She has round black eyes. She also has dimple, it's make her look so cute.</p> <p>She's very kinds and friendly for all people. She really appreciates her friends and fans. She always gives smile for her fans. She's a powerful girl. She always shows her ability to dance in her performance. She gets some achievements in music awards events. It's wonderful.</p>	

## III. Rubrik Penilaian

No.	Name	Aspek Penilaian				Skor	Nilai
		Fluency	Accuracy	Pronunciation	Vocabulary		
1							
2							
3							

Pedoman Penilaian : (terlampir)

Skor maksimum :  $4 \times 10 = 40$

Nilai siswa : Skor perolehan (Fluency + Pronunciation + Accuracy + Vocabulary)

## L. Sumber Belajar

Sudarwati, Th. M., Grace, E. 2007. *English Focus: An English Course for Junioe High School Students Year VIII*. Jakarta: Erlangga.

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP-3)

### A. Identitas

Satuan Pendidikan : SMP N 2 Sleman  
Mata Pelajaran : Bahasa Inggris  
Kelas/semester : VIII/II

**B. Standar Kompetensi** : 3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

**C. Kompetensi Dasar** : 3.2 Memahami dan merespon percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima dan menolak ajakan, menyetujui/tidak menyetujui, memuji, dan memberi selamat

### D. Indikator

Pada akhir pembelajaran, siswa dapat:

1. Membedakan ekspresi mengundang, menyetujui undangan/ajakan dan menolak undangan/ajakan serta membuat.
2. Merespon ajakan/undangan dan membuat, menerima dan membatalkan janji
3. Menggunakan ekspresi mengundang, menyetujui undangan/ajakan dan menolak undangan/ajakan serta membuat, menerima dan membatalkan janji dalam dialog dengan benar

### E. Tujuan Pembelajaran

1. Membedakan ekspresi mengundang, menyetujui undangan/ajakan dan menolak undangan/ajakan serta membuat, menerima dan membatalkan janji dalam dialog dengan benar
2. Menggunakan ekspresi mengundang, menyetujui undangan/ajakan dan menolak undangan/ajakan serta membuat, menerima dan membatalkan janji dalam dialog dengan benar

### F. Materi Ajar

1. Expression of inviting someone, accepting, and refusing an invitation



INVITING	ACCEPTING	REFUSING
<ul style="list-style-type: none"> <li>• I'd like you to come to dinner.</li> <li>• Would you like to come to my birthday party?</li> <li>• Do you want to go to cinema with me?</li> </ul>	<ul style="list-style-type: none"> <li>• Yes, thank you. I'd be happy to go.</li> <li>• I would very much. Thank you.</li> <li>• Sure/Allright.</li> </ul>	<ul style="list-style-type: none"> <li>• Thank you very much, but.....</li> <li>• I'd live to, but.....</li> <li>• Sorry I cant. (but thanks anyway)</li> </ul>

### G. Alokasi Waktu

Tatap muka : 2 x 45 menit

### H. Metode Pembelajaran

PPP (Presentation, Practice, Production)

### I. Kegiatan Pembelajaran

#### 1. Pertemuan ke 1

- Kegiatan pendahuluan
  - a. Guru memberi salam dan mengecek kehadiran siswa.
  - b. Guru memberikan arahan/eliciting mengenai materi yang akan dipelajari. (Eliciting: Have you ever celebrated your birthday party? Did you invite your friends to go to your birthday party? How did you do that? Can you do that in English?)
- Kegiatan inti
  - Presentation
    - a. Guru memberikan contoh dialog yang menggunakan ekspresi mengundang.
    - b. Guru menjelaskan tentang ekspresi untuk mengundang/mengajak, menerima undangan/ajakan, dan menolak undangan/ajakan.
  - Practice
    - a. Guru menerapkan information gap dengan menyuruh siswa untuk bekerja berpasangan. Kemudian guru memberi setiap siswa sebuah role card yang berbeda satu sama lain, yang berisi tentang situasi tertentu. Siswa harus berdialog dengan pasangannya menggunakan ekspresi mengundang/mengajak, menerima atau menolak undangan/ajakan sesuai dengan role card yang diterima.
  - Production
    - a. Guru menerapkan information gap yang kedua dengan memberikan masing-masing siswa sebuah kartu yang berisi

tentang sebuah tempat. Setiap siswa harus berkomunikasi satu sama lain sampai mendapatkan pasangan untuk pergi ke tempat tersebut dengan menggunakan ekspresi mengundang/mengajak.

- b. Secara individu, siswa harus melaporkan secara lisan kepada guru mengenai nama-nama siswa, baik yang menerima juga yang menolak ajakan mereka.

- Kegiatan penutup

- a. Guru menanyakan kesulitan siswa dalam pertemuan ini, kemudian mereview materi yang telah dipelajari.
- b. Guru mengulas penampilan siswa secara keseluruhan, terutama pada pronunciation mereka.
- c. Guru menutup pelajaran.

## 2. Pertemuan ke 2

- Kegiatan pendahuluan

- a. Guru memberi salam dan mengecek kehadiran siswa
- b. Guru mengecek pemahaman siswa tentang materi yang dipelajari pada pertemuan sebelumnya.

- Kegiatan inti

- Practice

- a. Guru menerapkan information gap dengan memberikan setiap siswa masing-masing invitation dan excuses card. Setiap siswa harus mengundang/mengajak siswa yang lain sesuai dengan situasi di invitation card mereka dan juga harus menerima/menolak ajakan siswa lain sesuai dengan situasi yang terdapat pada excuses card mereka.

- Production

- a. Guru menerapkan information gap dengan menyuruh siswa untuk bekerja secara berpasangan. Di setiap kelompoknya, guru memberikan kartu yang berbeda untuk setiap siswa. Satu siswa mendapat invitation card dan siswa yang lain mendapatkan today's schedule card. Siswa yang mendapat invitation card harus mengundang/mengajak pasangannya sesuai dengan kartu yang diterima, sedangkan siswa yang mendapat today's schedule card harus merespon ajakan/undangan tersebut sesuai dengan jadwal free sesuai kartu mereka. Siswa harus menggunakan ekspresi mengundang/mengajak dan membuat janji.
- b. Secara individu, siswa harus melaporkan secara lisan kepada guru mengenai nama-nama siswa, baik yang menerima juga yang menolak ajakan mereka.

- Kegiatan penutup
  - a. Guru mengevaluasi penampilan siswa dengan memberikan feedback terutama pada pronunciation mereka.
  - b. Guru menanyakan kesulitan siswa dalam pertemuan ini, kemudian me-review materi yang telah dipelajari.
  - c. Guru menutup pelajaran.

## J. Penilaian Hasil Belajar

### I. Indikator, teknik, bentuk dan contoh:

No.	Indikator Pencapaian Kompetensi	Teknik	Bentuk	Contoh
1	Membedakan Ekspresi mengundang, menyetujui undangan/ajakan dan menolak undangan/ajakan serta membuat, menerima dan membatalkan Janji	Tes lisan	Jawaban singkat	<i>Do you know when should we use formal and informal expressions of inviting?</i>
2	Merespon ajakan/undangan dengan ekspresi menerima dan menolak.	Untuk Kerja	Uji Petik Bicara	<i>Make/act out the dialog based on the card you got. Use the right expression of inviting (expressions of accepting and refusing invitation).</i>
3	Menggunakan ekspresi mengundang, menyetujui undangan/ajakan dan menolak undangan/ajakan serta membuat, menerima dan membatalkan janji dalam dialog dengan benar			

### Contoh jawaban tes untuk kerja

A: Hi, B. What are you doing?  
 B: Hi, A. I'm reading a novel.  
 A: Wow, is it interesting?  
 B: Yes, of course.  
 A: Anyway, do you want to accompany me to go to Jogjatronik this evening?  
 B: This evening? Em, what time is it going to be?  
 A: At 3 p.m.  
 B: 3 p.m? Oh I'm sorry I can't because I've to join basketball extracurricular activity.  
 A: Do you have any spare time today?  
 B: How about 4.30 p.m? I have no agenda in that time.  
 A: OK, that will be fine. Well, I pick you up at 4.30 p.m., be ready B. see you.  
 B: OK. I'll wait for you. See you.

## II. Instrumen Penilaian

- a. Make/act out the dialog based on the card you got. Use the right expression of inviting. (Expressions of accepting and refusing an invitation).

## III. Rubrik Penilaian

No.	Name	Aspek Penilaian				Skor	Nilai
		Fluency	Accuracy	Pronunciation	Vocabulary		
1							
2							
3							

Pedoman Penilaian : (terlampir)

Skor maksimum :  $4 \times 10 = 40$

Nilai siswa :  $\frac{\text{Skor perolehan (Fluency + Pronunciation + Accuracy + Vocabulary)}}{4}$

4

## K. Sumber Belajar

Sudarwati, Th. M., Grace, E. 2007. *English Focus: An English Course for Junioe High V School Students Year VIII*. Jakarta: Erlangga.

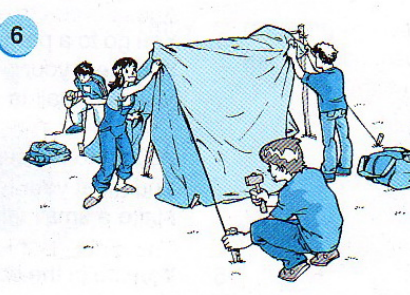
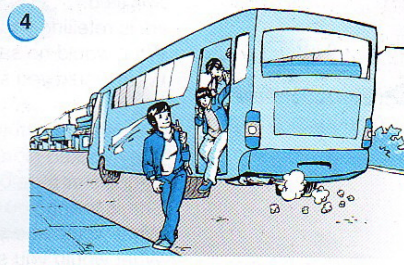
Blundell, J., Higgens, J., and Middlemiss, N. 1982. *Function in English* Oxford: Oxford University Press.

## APPENDIX F: TASKS/MATERIALS

### A. Cycle I

#### 1) First Meeting

In groups of four, discuss the story in the picture you got. The story of Picture 1 will be told by the teacher. Don't forget to state the characters and setting of the story. After that, ask the other groups' information of other pictures. Finally, discuss the complete story with your groups and then individually, you have to retell the story in front of the class.



#### 2) Second Meeting

In groups of four, tell each other a story. Then, complete the missing paragraph with your own words based on your understanding after you listened to your friends' story. After that, retell the complete stories in front of the class.

### a. Diving in Bunaken Island

.....  
 .....  
 .....

Soon after our arrival at Bunaken, we got a general briefing. It includes a description about how to take picture under water.

Then, we began our diving. In our diving, we saw group of tiny fish. In order to identify them, we needed a good guide. Without some knowledge of their habitat and behavior, it was difficult to identify.

In summary, the trip was mostly enjoyable. This place is so impressible with its marine life.

### b. Diving in Bunaken Island

Last year I left New Zealand for Bunaken Island. I went there with a group of New Zealand divers. Getting there was not quite easy.

.....  
 .....  
 .....

Then, we began our diving. In our diving, we saw group of tiny fish. In order to identify them, we needed a good guide. Without some knowledge of their habitat and behavior, it was difficult to identify.

In summary, the trip was mostly enjoyable. This place is so impressible with its marine life.

### c. Diving in Bunaken Island

Last year I left New Zealand for Bunaken Island. I went there with a group of New Zealand divers. Getting there was not quite easy.

Soon after our arrival at Bunaken, we got a general briefing. It includes a description about how to take picture under water.

.....  
 .....  
 .....

In summary, the trip was mostly enjoyable. This place is so impressible with its marine life.

#### **d. Diving in Bunaken Island**

Last year I left New Zealand for Bunaken Island. I went there with a group of New Zealand divers. Getting there was not quite easy.

Soon after our arrival at Bunaken, we got a general briefing. It includes a description about how to take picture under water.

Then, we began our diving. In our diving, we saw group of tiny fish. In order to identify them, we needed a good guide. Without some knowledge of their habitat and behavior, it was difficult to identify.

.....  
 .....  
 .....

### **3) Third and Fourth Meetings**

Work in pairs. Tell each other a story and complete the missing paragraph by listening to your friend's story. The picture may help you in understanding the story. After that, retell the complete story with your own words.

a) .....



.....

.....

.....

.....

.....

.....

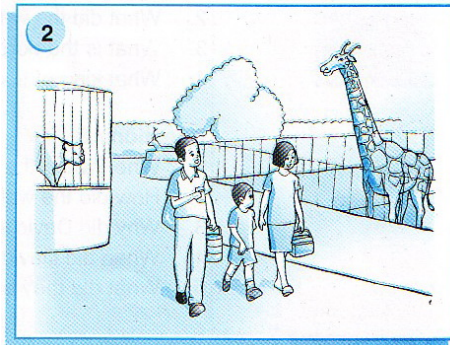
The first animal that I saw was a giraffe. I'm afraid when I try to touch the giraffe's tail, although the guard said that the giraffe was tame. Wow....The animals was very tall. He has very long neck.

After we saw a giraffe, we move on to see the big animal. It was an elephant. I'm very happy when I saw the elephant. Her ear was very big. Then, the guards came closer to the elephant. They gave some food to the elephant. After that the guard invited me to ride the elephant. I'm very happy to hear that.

The time was almost 15.00 p.m. My parents and I were ready to go home. I'm very happy at that time. Finally, I wouldn't forget my nice experience.

b) .....

Last week, I went to Gembiraloka zoo with my beloved parent. We went there by car. When we arrived, my father brought three tickets soon. After that we can enter the Gembiraloka zoo.



.....

.....

.....

.....

.....

After we saw a giraffe, we move on to see the big animal. It was an elephant. I'm very happy when I saw the elephant. Her ear was very big. Then, the guards came closer to the elephant. They gave some food to the elephant. After that the guard invited me to ride the elephant. I'm very happy to hear that.

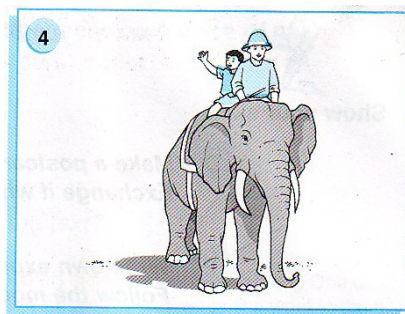


The time was almost 15.00 p.m. My parents and I were ready to go home. I'm very happy at that time. Finally, I wouldn't forget my nice experience.

c) .....

Last week, I went to Gembiraloka zoo with my beloved parent. We went there by car. When we arrived, my father brought three tickets soon. After that we can enter the Gembiraloka zoo.

The first animal that I saw was a giraffe. I'm afraid when I try to touch the giraffe' tail, although the guard said that the giraffe was tame. Wow....The animals was very tall. He has very long neck.



.....

.....

.....

.....

.....

.....

.....

The time was almost 15.00 p.m. My parents and I were ready to go home. I'm very happy at that time. Finally, I wouldn't forget my nice experience.

d) .....

Last week, I went to Gembiraloka zoo with my beloved parent. We went there by car. When we arrived, my father brought three tickets soon. After that we can enter the Gembiraloka zoo.

The first animal that I saw was a giraffe. I'm afraid when I try to touch the giraffe' tail, although the guard said that the giraffe was tame. Wow....The animals was very tall. He has very long neck.

After we saw a giraffe, we move on to see the big animal. It was an elephant. I'm very happy when I saw the elephant. Her ear was very big. Then, the guards came closer to the elephant. They gave some food to the elephant. After that the guard invited me to ride the elephant. I'm very happy to hear that.



.....

.....

.....

.....

.....

.....

.....

## B. Cycle 2

### 1) First Meeting

Work in pairs. Each of you will get spoken and written descriptive texts. Each of you has to retell the spoken descriptive to the partner to complete the written one. After that, make the spoken descriptive of your completed written descriptive. Retell it in front of the class.

#### A

DUDE HARLINO									
Full name	Job	Height	Weight	Eyes	Nose	Face	Hair	Skin	Character

#### B

### DUDE HARLINO

Hi, friends? Do you've a favorite actress? Who is he/she? Do want you to know my favorite singer, class? Okay I'll tell you who my favorite actress is. Listen to me, please!

I've favorite actress. He's very handsome. His name is Dude Harlino. Dude Harlino is a favorite artist of the year. He is a young actor in Indonesia.. He is very friendly to everyone. He has some achievements in movie awards. Well, I'll tell you about his appearance. He has oval face. He has a nice smile. He has short black hair. He has thin eyebrows and round eyes. The type of his nose is pointed nose. Her height is about 180 cm and his weight is 80 kg. His skin is white. He looks very handsome and I love him so much.

**A****Sherina Munaf**

Hi friends? Do you've a favorite singer? Who is he/she? Do want you to know my favorite singer, class? Okay I'll tell who my favorite singer is. Listen to me.

My favorite singer is Sherina Munaf. She's a famous singer in the last year. She's a young singer, artist and movie star in Indonesia. She's a nice person. She's beautiful and pretty tall. She has long blond hair. She has a pointed nose. She has round black eyes. She also has dimple, it's make her look so cute. Her height is about 158 cm. Her weight is 48 kg.

She's very kinds and friendly for all people. She really appreciates her friends and fans. She always gives smile for her fans. She's a powerful girl. She always shows her ability to dance in her performance. She gets some achievements in music awards events. It's wonderful.

**B****SHERINA MUNAF**

<b>Full name</b>	<b>Job</b>	<b>Height</b>	<b>Weight</b>	<b>Eyes</b>	<b>Nose</b>	<b>Face</b>	<b>Hair</b>	<b>Skin</b>	<b>Character</b>

**2) Second Meeting**

Work in groups of four students. Each group will get some different picture of a famous singer in Indonesia. You have to match and choose the picture which is suitable with the description. Ask the information needed to your friends to know the suitable answer. Discuss the picture in your group and share with the other groups about the picture.



.....

I'll tell you about one of the famous singer in Indonesia. Who is she? Can you guess it? Okay, I'll give you some clues, after that you've to guess it! She's a famous singer in the last year. She's a young singer, artist and movie star in Indonesia. She's a nice person. She's beautiful and pretty tall. She has short blond hair. She has a pointed nose. She has round black eyes. Her height is about 158 cm. Her weight is 48 kg. She's very powerful. She has very beautiful voice.

She really appreciates her friends and fans. She always gives smile for her fans. She's a powerful girl. She always shows her ability to dance in her performance. She gets some achievements in music awards events. It's wonderful. One of her nice lyric song is "cinta ini....kadang-kang taka da logika". Well, who is she?

### 3) Third Meeting

- a. In pairs, you will get a role card. You have to make a conversation with your partner based on the card you got. Use the expression of inviting someone.

You are OSIS member. Tomorrow, at 2 p.m., in OSIS room, there will be a meeting about OSIS Chairman Election. Invite one of your teachers to come.

A

You are a teacher. One of your students invites you to come to an OSIS meeting. You accept the invitation.

A

You are an English teacher. You want to invite the school headmaster to come to the annual English Seminar which will be held in JEC, next Monday at 1 p.m.

**B**

You are a school headmaster. You are invited by the English teacher to an English Seminar. You refuse it because you already have an agenda on that day.

**B**

You are a Bank Manager. Your bank will celebrate the 46th Anniversary on next Saturday at 8 p.m. in Jogjakarta Hotel. Invite the other Bank Manager to come to the event.

**C**

You are Bank Manager. You are invited by other Bank Manager to his/her Bank Anniversary. You accept it.

**C**

You are a student. You just graduated from your school. You want to celebrate your graduation by having a party in your house. Invite your friends to come to the party. The party will be held on this evening, at 7 p.m.

**D**

You are a student. You are invited by your friend to his/her graduation party. However, you can't come to the party because you have to visit your grandma.

**D**

- b. Individually, you will get one of the following cards of place. Invite your friends to come to the place mentioned in your card. Accept the invitation if the place is the same.

Watching Nidji Concert	School Library	Depok Beach	Computer Exhibition	Malioboro Mall
Watching Football Match	Drug Store	Play Badminton	Food Festival	Borobudur Temple
Vredeborg Museum	Islamic Book Fair	Electronic Exhibition	Beringharjo	Market Art Festival

#### 4) Fourth Meeting

- a. In pairs, one of you will get an invitation card and the other will get a today's schedule card. Make a conversation using the expression of inviting. (give a respond by accepting/refusing the invitation)

<p><b>INVITATION CARD:</b></p> <p>Invite your friend to go with you to Ambarukmo Plaza.</p>	<p><b>TODAY'S SCHEDULE:</b></p> <ol style="list-style-type: none"> <li>1. 07.00-15.00: At school</li> <li>2. 15.00-16.00: Doing home work</li> <li>3. 16.00-17.30: Join an extra course</li> <li>4. 17.30-20.00: Free</li> </ol>
<p><b>INVITATION CARD:</b></p> <p>Invite your friend to accompany you to the book store.</p>	<p><b>TODAY'S SCHEDULE:</b></p> <ol style="list-style-type: none"> <li>1. 07.00-14.00: At school</li> <li>2. 14.00-15.00: Take a nap</li> <li>3. 15.00-16.00: Free</li> <li>4. 16.00-18.00: Going to grandpa's house</li> </ol>
<p><b>INVITATION CARD:</b></p> <p>Invite your friend to go to an art exhibition.</p>	<p><b>TODAY'S SCHEDULE:</b></p> <ol style="list-style-type: none"> <li>1. 07.00-14.00: At school</li> <li>2. 14.00-15.00: Basketball extra activity</li> <li>3. 15.00-16.30: Free</li> <li>4. 16.30-18.00: Join an extra course</li> </ol>
<p><b>INVITATION CARD:</b></p> <p>Invite your friend to go with you to watch a movie in a cinema.</p>	<p><b>TODAY'S SCHEDULE:</b></p> <ol style="list-style-type: none"> <li>1. 07.00-14.30: At school</li> <li>2. 14.30-16.00: Free</li> <li>3. 16.00-17.30: Join an extra course</li> </ol>

- b. Individually, you will get an invitation and excuses card. Use the invitation card to invite your friends and use the excuses card to refuse your friends' invitation. There are three points in each card. You have to find at least two friends to come to each point in your invitation card.

<p><b>INVITATION CARD</b></p> <p>Invite your friends to:</p> <ol style="list-style-type: none"> <li>a. go with you to school canteen to have breakfast</li> <li>b. come to the Education Festival</li> <li>c. watch football match</li> </ol>	<p><b>EXCUSES CARD</b></p> <p>You:</p> <ul style="list-style-type: none"> <li>• don't like rock music</li> <li>• have other dinner invitation that Saturday night</li> <li>• don't like going to traditional Market</li> </ul>
---	--

<p style="text-align: center;">INVITATION CARD</p> <p>Invite your friends to:</p> <ol style="list-style-type: none"> <li>watch football match</li> <li>accompany you to watch SID concert</li> <li>have a dinner with you on Saturday night</li> </ol>	<p style="text-align: center;">EXCUSES CARD</p> <p>You:</p> <ul style="list-style-type: none"> <li>• don't like any kind of festivals</li> <li>• have had your breakfast</li> <li>• don't drink coffee</li> </ul>
<p style="text-align: center;">INVITATION CARD</p> <p>Invite your friends to:</p> <ol style="list-style-type: none"> <li>come to the Education Festival</li> <li>have a dinner with you on Saturday night</li> <li>watch football match</li> </ol>	<p style="text-align: center;">EXCUSES CARD</p> <p>You:</p> <ul style="list-style-type: none"> <li>• don't like football</li> <li>• don't drink coffee</li> <li>• have other dinner invitation in that night</li> </ul>
<p style="text-align: center;">INVITATION CARD</p> <p>Invite your friends to:</p> <ol style="list-style-type: none"> <li>go with you to a traditional market</li> <li>watch football match</li> <li>accompany you to watch SID concert</li> </ol>	<p style="text-align: center;">EXCUSES CARD</p> <p>You:</p> <ul style="list-style-type: none"> <li>• don't like any kind of festivals</li> <li>• don't like going to traditional market</li> <li>• have had your breakfast</li> </ul>



## APPENDIX G: RUBRIC

### 1. Fluency

Criterion: speaking fluently in natural hesitations.

Indicators:

Score	Indicators
<b>10</b>	The student speaks very <b>fluently</b> in communication to perform the expected competency.
<b>9</b>	The student speaks <b>fluently</b> in communication to perform the expected competency, but there are natural hesitations.
<b>8</b>	The student speaks <b>quite fluently</b> in communication to perform the expected competency <b>although there are hesitations which are not quite natural.</b>
<b>7</b>	The student speaks <b>quite fluently</b> in communication to perform the expected competency <b>although there are often hesitations which are not quite natural.</b>
<b>6</b>	The student <b>does not speak quite fluently</b> in communication to perform the expected competency; sometimes he/she is impeded by language problems so that he/she <b>speaks rather slowly and hesitantly</b> ; sometimes those problems disrupt the performance.
<b>5</b>	The student <b>does not speak quite fluently</b> in communication to perform the expected competency; sometimes he/she is impeded by language problems so that he/she <b>speaks slowly and hesitantly</b> ; those problems disrupt the performance.
<b>4</b>	The student <b>does not speak quite fluently</b> in communication to perform the expected competency; sometimes he/she is impeded by language problems like repeating and searching for words so that he/she <b>speaks hesitantly and sometimes pauses quite long</b> ; those problems strongly disrupt the performance.
<b>3</b>	The student <b>speaks very slowly</b> and discontinuously (like speaking per word with simple patterns). Even <b>pauses very long</b> in communication to perform the expected competency.
<b>2</b>	The student speaks <b>very slowly</b> and often discontinuously (like speaking per word with simple patterns). Even <b>suddenly stops</b> in communication to perform the expected competency.
<b>1</b>	The student communicates very difficultly to perform the expected competency; he/she speaks <b>very slowly and always discontinuously</b> (like speaking per word with very simple patterns) and <b>even then stops</b>

## 2. Pronunciation

Criterion: speaking in unambiguous sounds and use appropriate intonation and pauses.

Indicators:

Score	Indicators
10	The student <b>never makes pronunciation mistakes</b> in performing the expected competency; intonation and stress are appropriate; all sounds are unambiguous and can be understood.
9	The student <b>almost never makes pronunciation mistakes</b> in performing the expected competency; intonation and stress are appropriate; a few sounds are ambiguous but can be understood.
8	The student <b>rarely makes pronunciation mistakes</b> in performing the expected competency; intonation and stress are sometimes not quite appropriate; some sounds are rather ambiguous but can be understood.
7	The student <b>sometimes makes pronunciation mistakes</b> in performing the expected competency; intonation and stress are sometimes not quite appropriate; some sounds are ambiguous but can be understood
6	The student <b>often makes pronunciation mistakes</b> in performing the expected competency; intonation and stress are appropriate; some sounds are ambiguous and rather difficult to be understood.
5	The student <b>makes pronunciation mistakes very often</b> in performing the expected competency; intonation and stress are inappropriate; many sounds are ambiguous and difficult to be understood.
4	The student <b>almost always makes pronunciation mistakes</b> in performing the expected competency; intonation and stress are very inappropriate; many sounds are ambiguous and difficult to be understood.
3	The student <b>always makes pronunciation mistakes</b> in performing the expected competency; many sounds are ambiguous because pronunciation is not clear; speaks without considering intonation and stress.
2	The student <b>always makes pronunciation mistakes</b> in performing the expected competency; such as many sounds are ambiguous because pronunciation is not clear.
1	The student <b>cannot pronounce well at all</b> in performing the expected competency.

### 3. Accuracy

Criterion: using simple and complex grammatical structures correctly.

Indicators:

Score	Indicators
10	The student <b>never makes any grammatical mistakes</b> in performing the expected competency; both in basic grammatical structures (like phrases, simple, and compound sentences) and in complex structure (like complex sentences)
9	The student almost <b>never makes any grammatical mistakes</b> in performing the expected competency; both in basic grammatical structures (like phrases, simple, and compound sentences) but makes <b>very few mistakes</b> in complex structure (like complex sentences), however those mistakes do not impede meaning.
8	The student <b>makes grammatical mistakes very rare in basic grammatical structures</b> (like phrases, simple, and compound sentences) and makes <b>few mistakes in complex structure</b> (like complex sentences), in performing expected competency so that they rather impede meaning.
7	The student <b>rarely makes grammatical mistakes very rare in basic grammatical structures</b> (like phrases, simple, and compound sentences) and makes <b>some mistakes in complex structure</b> (like complex sentences), in performing expected competency so that they rather impede meaning.
6	The student <b>sometimes makes grammatical mistakes very rare in basic grammatical structures</b> (like phrases, simple, and compound sentences) and makes <b>quite a lot mistakes in complex structure</b> (like complex sentences), in performing expected competency so that they rather impede meaning.
5	The student <b>often makes grammatical mistakes in basic grammatical structures</b> (like phrases, simple, and compound sentences) and makes <b>quite a lot mistakes in complex structure</b> (like complex sentences), in performing expected competency so that they strongly impede meaning.
4	The student <b>makes grammatical mistakes very often in basic grammatical structures</b> (like phrases, simple, and compound sentences) and <b>makes so many mistakes in complex structure</b> (like complex sentences), the mistakes strongly impede communication in performing expected competency.
3	The student <b>almost always makes grammatical mistakes in basic grammatical structures</b> (like phrases, simple, and compound sentences); <b>cannot use complex structure</b> (like complex sentences) well, the mistakes disrupt communication in performing expected competency.
2	The student <b>always makes grammatical mistakes in most of the basic grammatical structures</b> (like phrases, simple, and compound sentences) and <b>there is no effort to use complex structure</b> well, the mistakes strongly disrupt communication in performing expected competency.
1	The student <b>has no mastery of grammar</b> to perform the expected competency so that the grammatical structures are entirely incorrect.

#### 4. Vocabulary

Criterion: using many vocabulary variations and appropriate word choices.

Indicators:

Score	Indicators
10	The student uses <b>so many</b> vocabulary variations and <b>makes no mistakes</b> in word choices in performing the expected competency.
9	The student uses <b>many</b> vocabulary variations and <b>only makes very few mistakes</b> in word choices in performing the expected competency.
8	The student uses <b>quite many</b> vocabulary variations and <b>makes few mistakes</b> in word choices but those are sufficient and do not impede meaning in performing the expected competency.
7	The student uses <b>few vocabulary variations</b> and uses word choices which <b>are not quite appropriate</b> but sufficient to perform the expected competency, he/she <b>sometimes</b> has to explain ideas to get the appropriate words.
6	The student uses <b>very few</b> vocabulary variations and uses word choices which <b>are not quite appropriate and not quite sufficient</b> to perform the expected competency, he/she <b>needs</b> to explain ideas to get the appropriate words.
5	The student uses <b>limited</b> vocabulary and <b>inappropriate word choices</b> in performing the expected competency, he/she <b>often</b> explain ideas because of the insufficient vocabulary.
4	The student uses <b>limited</b> vocabulary and <b>very inappropriate word choices</b> in performing the expected competency, he/she <b>often</b> explain ideas because of the insufficient vocabulary and sometimes asks the teacher to express certain ideas.
3	The student uses <b>limited</b> vocabulary to perform the expected competency so that communication is <b>rather difficult to understand</b> , he/she <b>often</b> asks the teacher to express the ideas.
2	The student uses <b>very limited</b> vocabulary to perform the expected competency so that communication is <b>difficult to understand</b> , he/she <b>has to</b> ask the teacher to express the ideas.
1	The student <b>has no vocabulary</b> mastery to perform the expected competency so that communication is <b>unclear and very difficult to understand</b> , he/she always asks the teacher to be able to express the ideas.





# **APPENDIX I: THE VALIDITY AND THE RELIABILITY OF THE ITEMS**

**T-TEST PAIRS=score WITH nilai (PAIRED) /CRITERIA=CI(.9500)  
/MISSING=ANALYSIS.**

## **T-Test**

### **Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pre-test	26.8333	36	1.63007	.27168
post test	31.9444	36	1.41309	.23552

### **Paired Samples Correlations**

	N	Correlation	Sig.
Pair 1 pre-test & post test	36	.430	.009

### **Paired Samples Test**

		Pair 1
		pre-test - post test
Paired Differences	Mean	-5.11111
	Std. Deviation	1.63494
	Std. Error Mean	.27249
	95% Confidence Interval Lower of the Difference	-5.66429
	Upper	-4.55793
T		-18.757
Df		35
Sig. (2-tailed)		.000

### Reliability

#### Case Processing Summary

		N	%
<b>Cases</b>	Valid	36	100.0
	Excluded <sup>a</sup>	0	.0
	Total	3	100.0

a. Listwise deletion based on all variables in the procedure

#### Reliability Statistic

Cronbach's Alpha	N of Items
.624	4

#### Items Statistics

	Mean	Std. Deviation	N
Pre 1 Pre-test Fluency	6.94	.715	36
Pre 2 Pre-test Pronunciation	6.44	.695	36
Pre 3 Pre-test Accuracy	6.58	.554	36
Pre 4 Pre-test Vocabulary	6.89	.319	36



## APPENDIX J: POTHOGRAPHS



**Picture 1: The students were discussing their picture in jigsaw task.**



**Picture 2: The student was retelling her story to her friend.**



**Picture 3: The students were practicing a role play.**



**Picture 4: The students were practicing a search game.**



**Picture 5: The students were asking for the other groups' information.**



**Picture 7: The student was retelling a procedure text.**



**Picture 8: The students were practicing a search game.**



**Picture 9: The students were practicing a role play.**



**Picture 10: The students were practicing a search game.**

## APPENDIX K: RESEARCH LISENCES



**PEMERINTAH KABUPATEN SLEMAN**  
**DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA**  
**SEKOLAH MENENGAH PERTAMA NEGERI 2 SLEMAN**  
 Morangan, Triharjo, Sleman, Yogyakarta. Kode Pos, 55514. Telp. 0274 868330

### SURAT KETERANGAN

No: 893 / 222

Berdasar Surat Izin dari Bappeda No. 07.0/Bappeda/ 2292 / 2010 tanggal 25 Oktober 2010, dengan ini kepala sekolah SMP Negeri 2 Sleman Dinas Pendidikan Pemuda DAN Olahraga Kabupaten Sleman menerangkan bahwa:

Nama : OVIANA PUSPITASARI  
 No. Mahasiswa : 06202244020  
 Program / Tingkat : S.1  
 Instansi / Perguruan Tinggi : UNY Yogyakarta

Telah melaksanakan Penelitian dengan judul:

**“IMPROVING THE SECOND GRADE STUDENTS’ SPEAKING SKILLS  
 THROUGH INFORMATION GAP ACTIVITIES AT SMP N 2 SLEMAN IN  
 THE ACADEMMIC YEAR 2010/2011”**

Lokasi : SMP Negeri 2 Sleman  
 Waktu : 3 (tiga) bulan mulai 25 Oktober 2010 s.d.  
 25 Januari 2011

Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Sleman, 26 Oktober 2010

Kepala,



Drs. R. Tri Wahyana Kuntara, M.A.  
 NIP. 19610126 198303 1 005



KEMENTERIAN PENDIDIKAN NASIONAL  
UNIVERSITAS NEGERI YOGYAKARTA  
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 22281 ☎ (0274) 550843, 548207 Fax.  
(0274) 548207

FRM/FBS/35-00  
31 Juli 2008

Nomor : 1626/H.34.12/PP/X/2010  
Lampiran : -  
Hal : Permohonan Izin Penelitian

20 Oktober 2010

Kepada Yth.  
Bupati KDH Tk. II Kabupaten Sleman  
c.q. Ka. Bappeda Kabupaten Sleman  
di Sleman

Diberitahukan dengan hormat bahwa mahasiswa dari fakultas kami bermaksud akan mengadakan penelitian untuk memperoleh data penyusunan Tugas Akhir Skripsi, dengan judul:


*Improving The Second Grade Students' Speaking Skills Through Information Gap Activities at SMP N 2 Sleman in the academmik year 2010/2011*

Mahasiswa dimaksud adalah:

Nama : OVIANA PUSPITASARI  
NIM : 06202244020  
Jurusan/ Program Study : Pendidikan Bahasa Inggris  
Lokasi Penelitian : SMP N 2 Sleman  
Waktu Penelitian : Bulan Oktober s.d. Desember 2010

Untuk dapat melaksanakan maksud tersebut kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasamanya disampaikan terima kasih.

a.n. Dekan  
Pembantu Dekan I,  
  
Drs. Suhaini M. Saleh, M.A.  
NIP 19540120 197903 1 002